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15 of 17 Course IDs for *ACTG* in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
ACTG 1A	FINANCIAL ACCOUNTING I	<p><b>Finding</b> Instructors teaching Actg 1A sections reported the following findings in their individual assessments and reflections related to their classes for the 2009 Fall quarter. Below are summaries of the instructors' individual self-reflections and an overall comment summarizing the apparent findings.</p> <p>Summaries of Actg 1A Instructors Reflections - Fall 2009</p> <p>1) Students had a solid understanding of accounting terminology, principles and concepts. They, however, had a difficult time with accounting procedures related to preparation of bank reconciliation, petty cash and discounted notes receivables.</p> <p>2) Using a combination of the scores from the weekly quizzes, mid-term and final, I determined that the overall percentage of explaining financial accounting principles, terminology &amp; concepts and explaining financial accounting methods and procedures was approximately 80%. The percentage of success seemed to be higher in the earlier material than in the later material (chapter 6 on). Weeks 1-4 are the most successful as the information builds from week to week. Accounting information systems seemed to pose a problem for a great many students as well as the allowance method for doubtful accounts presented in Chapter 9. Students did well on the merchandising inventory material at the time, but retention seemed to be a problem when it came time for the final.</p> <p>3) Students successfully explained accounting terminology, principles and concepts. Students analyzed business transactions using accounting concepts and applied the principles they had learned to relay the information through financial statements.</p> <p>4) The results of the mid term exams and final indicates a average overall percentage of the two 1A classes to be 76% to the students understanding of applying accounting concepts to the needs of business. This includes accounting principles, the accounting cycle, preparation and interpretation financial statements, internal control and accounting systems, receivables and inventory.</p> <p>Major Findings</p> <p>From the two summaries above,</p> <p>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).</p> <p>b) students tend to not perform as well in latter chapters, including accounting systems (ch 5), accounting for merchandisers (ch 6), accounting for cash and internal controls (ch</p>

8) and accounting for receivables (ch 9).

c) specific topics of challenge to students were:

- preparation of bank reconciliation and accounting for petty cash (ch 8)
- discounted notes receivables (ch 9)
- the allowance method for doubtful accounts (ch 9)

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

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

**Content** - place more emphasis on theory and concepts in order to relate them to the actual performance of the accounting being presented

- continue to provide students with actual accounting events from work experience relating to the accounting concepts being presented.

**Method** - place more emphasis on chapters eight and nine where the preparation of bank reconciliation statement, petty cash and discounted notes receivable are discussed; and develop handouts related to these items.

- review, modify, and/or develop a better balance between lecture and incorporating more of an emphasis on in-class group work.

- post a hardboard of the basic accounting equation and the 3 basic financial statements in the front of the room; the visual display will assist students in memorizing accounting principles.

**Assignment** - increase the number of exercises and problems related to chapters eight and nine.

- encourage students to go to the Tutorial Center as well as use online tutors to seek help in solving these exercises and problems.

- assign a comprehensive problem, almost a mini-practice set, to use in teaching Chapter 5 (Accounting Information Systems); it should help with the relevance of Chapter 5.

- considering assigning some extra credit problems going back to previous chapters in order to reinforce and reiterate the concepts learned earlier.

- expand the use of extra credit to enhance student interest in class group assignments

**Evaluation** - prepare pop quizzes to be given to test the reading that is to be done in advance of the class, in addition to the mid-term, final and my weekly quizzing (which I will continue to do as the feedback I receive from students says this helped them stay current). Most students tend to not read the text until after the lecture or until they go to do the homework. This really seems to hinder their understanding of the material when presented. The students who read in advance got more out of the lecture and working any in class problems than the ones who did not

- terminate 2 of 9 quizzes; the 2 quizzes have been given in the class period prior to the midterms covering identical course material. The result of dropping the 2 quizzes will be to increase instruction by the period of time which was necessary to administer the 2 quizzes.

**Current SLO** Change SLOS from

Students will be able to

1. Explain financial accounting terminology, principles, and concepts.
2. Explain financial accounting methods and /or procedures.

to

Students will be able to

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

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

**Assessment.** No Changes this term

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

**Resource** As we approach the end of each quarter, less classroom time is available to spend with students to go over more advanced and challenging topics such as discounted notes receivables, dishonored notes, bank reconciliation preparations, etc.

We need to have financial resources to

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

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

**Comments** Not this term.

#### *Second Reflection set*

**Finding** Same as for SLO #1

**Content** Same as for SLO #1

**Method** Same as for SLO #1

**Assignment** Same as for SLO #1

**Evaluation** Same as for SLO #1

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

**Assessment.** Same as for SLO #1

**Other** Same as for SLO #1

**Resource** Same as for SLO #1

**Comments** Same as for SLO #1

#### ACTG 1B FINANCIAL ACCOUNTING II

**Finding** A random sample of approximately 100 responses for the final exam, covering all chapters in the course (ch 10-17) was analyzed, in terms of % performance (# correct / # of responses), across 4 dimensions:

- 1) performance by chapter
- 2) performance by topic
- 3) performance by "type-1" question (Calculation, conceptual, definitional, informational, procedural)
- 4) performance by "type-2" question (theory, prob-solving)

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

There was a significant and consistent differential in performance % within chapter and topic categories, as shown in the tables below.

## ch Avg % Perf within ch

-----  
 16 100%  
 13 100%  
 17 100%  
 12 100%  
 14 96%  
 15 81%  
 10 67%  
 Total 95%

## topics / Avg % Perf by topic

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 partnerships 100%  
 corporations 100%  
 cash flows 100%  
 fin analysis 100%  
 bonds 96%  
 Investments 80%  
 Intangibles 67%  
 Total 95%

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

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

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

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

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

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

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

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

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

**Current SLO** Change SLOS from

Students will be able to

1. Explain financial accounting terminology, principles, and concepts.
2. Explain financial accounting methods and /or procedures.

to

Students will be able to

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

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

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

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

**Resource** We need to have financial resources to

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

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

**Comments** Not this term.

#### *Second Reflection set*

**Finding** Same as SLO #1.

**Content** Same as SLO #1.

**Method** Same as SLO #1.

**Assignment** Same as SLO #1.

**Evaluation** Same as SLO #1.

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

**Assessment.** Same as SLO #1.

**Other** Same as SLO #1.

**Resource** Same as SLO #1.

**Comments** Same as SLO #1.

#### ACTG 1C MANAGERIAL ACCOUNTING

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

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

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

2) An unusually high fail rate was observed this quarter was reported in one section. The instructor also reported that "this is strange considering I have never changed my grading or teaching methodology. Nine of the forty nine students in my class simply failed because they did not take all of their exams. The poor student performance this quarter is highly unusual." Even so, students generally did much better on conceptual questions SLO #1

than they do on calculation/application questions SLO #2. Students generally tended to do more poorly on topics such as job order costing, process costing, variance analysis, and capital budgeting because these topics are more calculation-based and require a lot of attention to detail. The only way to do well on these topics is to spend the necessary time doing practice problems and studying the material thoroughly.

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

#### Major Findings

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From the two summaries above,

- a) students tend to do better with SLO1 learning, which is to say, terminology and concepts, than with SLO 2, which relates to problem-solving. Problem-solving requires higher analytical thinking, more attention to detail, and more practice time.
- b) there was not enough time or resources to cover the latter topics in the course, resulting in lower student performance in these chapters: Variance Analysis (Ch 10-11), Relevant Costs (Ch 13) and Capital Budgeting (Ch 14).
- c) students are not spending enough time or have the appropriate learning tools/resources to practice problem-solving (SLO2) for Job Order Costing (ch 3), Process Costing (ch 4), Variance Analysis (Ch 10-11), and Capital Budgeting (Ch 14).

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

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

**Content** No changes this term.

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

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

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

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

Give in-class quizzes for chapters 13 and 14.

**Current SLO** Change SLOS form Students will be able to

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

to

Students will be able to

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

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

**Assessment.** No changes this term.

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

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

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

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

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

**Comments** Not this term.

#### *Second Reflection set*

**Finding** Same as SLO #1

**Content** Same as SLO #1

**Method** Same as SLO #1

**Assignment** Same as SLO #1

**Evaluation** Same as SLO #1

**Current SLO** Same as SLO #1

**Assessment.** Same as SLO #1

**Other** Same as SLO #1

**Resource** Same as SLO #1

**Comments** Same as SLO #1

#### ACTG 51A INTERMEDIATE ACCOUNTING I

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

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

ch Avg % Perf Topic

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



1 59% Financial Accounting Theoretical Framework  
Total 70%

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

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

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

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

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

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

**Current SLO** Change SLOS to

Students will be able to

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

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

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

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

**Resource** We need to have financial resources to

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

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

**Comments** None this term.

*Second Reflection set*

**Finding** Same as SLO #1

**Content** Same as SLO #1

**Method** Same as SLO #1

**Assignment** Same as SLO #1

**Evaluation** Same as SLO #1

**Current SLO** Same as SLO #1

**Assessment.** Same as SLO #1

**Other** Same as SLO #1

**Resource** Same as SLO #1

**Comments** Same as SLO #1



**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

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 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 (ch14).

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

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

**Evaluation** No changes this term.

**Current SLO** No changes this term.

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

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

**Resource** We need to have financial resources to

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

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

**Comments** Not this term.

#### *Second Reflection set*

**Finding** Same as for SLO #1

**Content** Same as for SLO #1

**Method** Same as for SLO #1

**Assignment** Same as for SLO #1

**Evaluation** Same as for SLO #1

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

**Assessment.** Same as for SLO #1

**Other** Same as for SLO #1

**Resource** Same as for SLO #1

**Comments** Same as for SLO #1

## ACTG 51C INTERMEDIATE ACCOUNTING III

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

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

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

**Content** No changes this term.

**Method** No changes this term.

**Assignment** No changes this term.

**Evaluation** No changes this term.

**Current SLO** No changes this term.

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

**Other** No changes this term.

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

**Comments** Not this term.

*Second Reflection set*

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

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

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

**Content** No changes this term.

**Method** No changes this term.

**Assignment** No changes this term.

**Evaluation** No changes this term.

**Current SLO** No changes this term.

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

**Other** No changes this term.

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

**Comments** Not this term.

ACTG 58 AUDITING No SLO record.

ACTG 60 ACCOUNTING FOR SMALL BUSINESS

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

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

**Method** Continue with current teaching methods.

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

**Evaluation** Provide a comprehensive final exam.

**Current SLO** None

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

**Other** None

**Resource** None

**Comments** None

*Second Reflection set*

**Finding** Same as for SLO #1

**Content** Same as for SLO #1

**Method** Same as for SLO #1

**Assignment** Same as for SLO #1

**Evaluation** Same as for SLO #1

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

**Assessment.** Same as for SLO #1

**Other** Same as for SLO #1

**Resource** Same as for SLO #1

**Comments** Same as for SLO #1

ACTG 64A COMPUTERIZED ACCOUNTING PRACTICE USING QUICKBOOKS

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

The class was successfully able to integrate the 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 Same as for SLO #1 Above  
 Resource Same as for SLO #1 Above  
 Comments No

### *Third Reflection set*

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

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

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

## ACTG 67 TAX ACCOUNTING

**Finding** Based on the Final test results Chapter 3, 6 and 8 questions were the most challenging for Professor Novikov's students in this class. For Professor Mayer's, Chapter 5, 6, and 8 questions were the most challenging. Aggregating the results, it appears the two most challenging issues for students are the "Alternative Minimum Tax" in Chapter 6 and the various aspects of Capital Gains/Loss issues in Chapter 8. Observation from Joe: This is not surprising as these are probably the two hardest/confusing topics in ACTG 67. Average Final Test score was for Novikov's 23 students 71% with the highest/lowest score achieved of 99% and 47% respectively. Mayer had 29 students with an average 78% (high/low of 54%/99%). Average Final Test score - Combined Class Results are 52 students with an average 75% on the final and a highest/lowest score achieved of 47%/99%.

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

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

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

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

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

Evaluation None

Current SLO Change SLO from

Students will be able to:

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

To

Students will be able to:

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

Assessment. None

Other None

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

*Second Reflection set*

Finding Same as for SLO#1 Above

Content Same as for SLO#1 Above

Method Same as for SLO#1 Above

Assignment Same as for SLO#1 Above

Evaluation Same as for SLO#1 Above

Current SLO Same as for SLO#1 Above

Assessment. Same as for SLO#1 Above

Other Same as for SLO#1 Above

Resource Same as for SLO#1 Above

ACTG 68A ADVANCED TAX ACCOUNTING I

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

Content N/A

Method N/A

Assignment N/A

Evaluation N/A

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A

*Second Reflection set*

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

Content N/A

Method N/A

Assignment N/A

Evaluation N/A

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A



## ACTG 68B ADVANCED TAX ACCOUNTING II

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

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

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

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** Change SLO

from

Students will be able to

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

to

Students will be able to

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

**Assessment.** None

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

**Comments** No

*Second Reflection set*

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

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

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

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

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

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

**Assessment.** Same as for SLO #1 Above

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

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

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

## ACTG 68C ADVANCED TAX ACCOUNTING III

## ACTG 75 ACCOUNTING FOR GOVERNMENT &amp; NOT-FOR-PROFIT

No SLO record.

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

2009-2010

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Course ID

Title

Reflections

ADVT 57

PRINCIPLES OF ADVERTISING

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

*Second Reflection set*

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

*Third Reflection set*

Finding Focus on areas we already focused on and is working.  
 Content none  
 Method stays the same  
 Assignment same projects  
 Evaluation quizzes, exams project  
 Current SLO stays the same  
 Assessment. grade for the project.  
 Other none  
 Resource none  
 Comments nothing.

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

2009-2010

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

*Second Reflection set*

**Finding** Data supports the students understand the professional and ethical behavior and traits of a health care worker. Less understood if it is applied in the workplace.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** None at this time.

**Current SLO** Do not understand this.

**Assessment.** Do not understand this.

**Other** Do not understand this.

**Resource** None at this time.

**Comments** None at this time.

25 of 24 Course IDs for *ALAP* in the Adaptive Learning Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
ALAP 52	INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED	
ALAP 52X	INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED	
ALAP 52Y	INTRODUCTION TO CONCEPTS OF PHYSICAL FITNESS FOR THE DISABLED	<p><b>Finding</b> 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.</p> <p><b>Content</b> Nothing at this time.</p> <p><b>Method</b> May considered bring in professional speakers from the health and safety field.</p> <p><b>Assignment</b> Nothing at this time.</p> <p><b>Evaluation</b> Nothing at this time.</p> <p><b>Current SLO</b> Nothing at this time.</p> <p><b>Assessment.</b> Nothing at this time.</p> <p><b>Other</b> 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.</p> <p><b>Resource</b> NO.</p> <p><b>Comments</b> No.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> Nothing at this time.</p> <p><b>Method</b> Nothing at this time.</p> <p><b>Assignment</b> Nothing at this time.</p> <p><b>Evaluation</b> Nothing at this time.</p> <p><b>Current SLO</b> Nothing at this time.</p> <p><b>Assessment.</b> Nothing at this time.</p> <p><b>Other</b> Just stay current in the health and safety field.</p> <p><b>Resource</b> No.</p> <p><b>Comments</b> No.</p>
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.

**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.

**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

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

#### *Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** NO.

#### ALAP 61 RESISTIVE EXERCISE FOR THE DISABLED

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

**Content** Nothing at this time.

**Method** Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

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

Resource No.

Comments No.

### *Second Reflection set*

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

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

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

Resource No.

Comments No.

## ALAP 61X RESISTIVE EXERCISE FOR THE DISABLED

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

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other To continue to evaluate the effectiveness of this course and the slo process helps greatly in this matter.

Resource No

Comments No

### *Second Reflection set*

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

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

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

Resource No.

Comments No.

## ALAP 62 INDIVIDUALIZED EXERCISE FOR THE DISABLED



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

**Content** None

**Method** Will be determined by instructor.

**Assignment** Will be determined by instructor.

**Evaluation** Will be determined by instructor.

**Current SLO** none

**Assessment.** Change assessment scale.

**Other** none

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

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

### *Second Reflection set*

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

**Content** none

**Method** Will be determined by instructor.

**Assignment** Will be determined by instructor.

**Evaluation** Will be determined by instructor.

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

**Assessment.** Written or verbal answer by student.

**Other** none

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

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

### ALAP 62X INDIVIDUALIZED EXERCISE FOR THE DISABLED

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

*Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

ALAP 63 POSTURAL FITNESS FOR THE DISABLED

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

**Content** None

**Method** Will be determined by instructor.

**Assignment** Will be determined by instructor.

**Evaluation** Will be determined by instructor.

**Current SLO** none

**Assessment.** Change assessment scale.

**Other** none

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

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

*Second Reflection set*

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

**Content** none

**Method** Will be determined by instructor.

**Assignment** Will be determined by instructor.

**Evaluation** Will be determined by instructor.

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

**Assessment.** Written or verbal answer by student.

**Other** none

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

assistants is imperative to the success of the Adapted Physical Education program.

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

ALAP 63X POSTURAL FITNESS FOR THE DISABLED

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

*Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

ALAP 64 AEROBIC DANCE FOR THE DISABLED

ALAP 64X AEROBIC DANCE FOR THE DISABLED

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

*Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

#### ALAP 66 FUNCTIONAL FITNESS FOR THE DISABLED

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

**Content** none

**Method** Will be determined by instructor.

**Assignment** Will be determined by instructor.

**Evaluation** Will be determined by instructor.

**Current SLO** none.

**Assessment.** Change assessment scale.

**Other** none

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

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

#### *Second Reflection set*

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

**Content** none

**Method** Will be determined by instructor.

**Assignment** Will be determined by instructor.

**Evaluation** Will be determined by instructor.

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

**Assessment.** Written or verbal answer by student

**Other** none

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

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

#### ALAP 66X FUNCTIONAL FITNESS FOR THE DISABLED

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

### *Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

ALAP 67 BALANCE & FUNCTIONAL MOVEMENT FOR THE DISABLED  
ALAP 67X BALANCE & FUNCTIONAL MOVEMENT FOR THE PHYSICALLY DISABLED

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

### *Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

ALAP 68 FUNCTIONAL TRAINING FOR THE ADAPTIVE ENDURANCE ATHLETE No SLO record.

ALAP 70 ADAPTIVE AQUATICS FOR THE DISABLED

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

ALAP 70X ADAPTIVE AQUATICS FOR THE DISABLED

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

**Resource** No.

**Comments** No.

*Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

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

Resource No.

Comments No.

## ALAP 71 AQUACIZE FOR THE DISABLED

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

Content none

Method Will be determined by instructor.

Assignment Will be determined by instructor.

Evaluation Will be determined by instructor.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other none

Resource No.

Comments No.

*Second Reflection set*

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

Content none

Method Will be determined by instructor.

Assignment Will be determined by instructor.

Evaluation Will be determine by instructor.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

Other none

Resource No.

Comments No.

## ALAP 71X AQUACIZE FOR THE DISABLED

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

Content Nothing at this time.

Method Nothing at this time.

Assignment Nothing at this time.

Evaluation Nothing at this time.

Current SLO Nothing at this time.

Assessment. Nothing at this time.

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

Resource No.

Comments No.

*Second Reflection set*

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

Content No.

Method No.

Assignment No.

Evaluation No.

Current SLO No.

Assessment. No.



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

#### ALAP 80 TEAM SPORTS FOR THE DISABLED

**Finding** Student's were evaluated by demonstrating competencies is sports activities.  
**Content** Nothing at this time.  
**Method** Nothing at this time.  
**Assignment** Nothing at this time.  
**Evaluation** Nothing at this time.  
**Current SLO** Nothing at this time.  
**Assessment.** Nothing at this time.  
**Other** Continue to evaluate ways to improve course through the slo process.  
**Resource** No.  
**Comments** No.

#### *Second Reflection set*

**Finding** Students were asked specific questions pertaining to rules and strategies of the game. All student showed competency in these areas.  
**Content** No.  
**Method** No.  
**Assignment** No.  
**Evaluation** No.  
**Current SLO** Nothing at this time.  
**Assessment.** Nothing at this time.  
**Other** To continue to evaluate the effectiveness of this course through the slo process.  
**Resource** No.  
**Comments** No.

#### ALAP 80X TEAM SPORTS FOR THE DISABLED

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

Course ID	Title	Reflections
ALCA 201	COMPUTER ACCESS EVALUATION	
	<b>Finding</b> 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 technolgy skill to support their academics.	
	<b>Content</b> None	
	<b>Method</b> None	
	<b>Assignment</b> None	
	<b>Evaluation</b> None	
	<b>Current SLO</b> None	
	<b>Assessment.</b> None	
	<b>Other</b> None	
	<b>Resource</b> 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.	
	<b>Comments</b> None	

81 of 70 Course IDs for *ALCB* in the Adaptive Learning Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
ALCB 201	BEGINNING LIP READING	
ALCB 202	INTERMEDIATE LIP READING & MANAGING YOUR HEARING LOSS	
ALCB 203	ADVANCED LIP READING & MANAGING YOUR HEARING LOSS	
ALCB 222	JOB SEARCH SKILLS	
	<b>Finding</b>	1. Instructors must guide and assist student as he/she identifies marketable skills and realistic job goals. 2. Gaps in employment, imprisonment, drug and alcohol use makes this often difficult.
	<b>Content</b>	No change
	<b>Method</b>	Lecture, selfpace, individual sessions and discussions.
	<b>Assignment</b>	Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.
	<b>Evaluation</b>	No change
	<b>Current SLO</b>	No change
	<b>Assessment.</b>	No change
	<b>Other</b>	1. Conduct tours to Foothill campus to introduce courses, certificates, degrees and services offered. 2. Make available information on careers. a in that
	<b>Resource</b>	No
	<b>Comments</b>	No
	<i>Second Reflection set</i>	
	<b>Finding</b>	1. Students need individual attention filling out applications. 2. Many students do not know how to type or use the internet and need the instructor's individual help when preparing a resume.
	<b>Content</b>	No change.
	<b>Method</b>	Lecture, selfpace, individual sessions and discussions.
	<b>Assignment</b>	Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.
	<b>Evaluation</b>	No change.
	<b>Current SLO</b>	No change.
	<b>Assessment.</b>	No change.
	<b>Other</b>	No change
	<b>Resource</b>	No
	<b>Comments</b>	No
	<i>Third Reflection set</i>	
	<b>Finding</b>	1. Students need assistance in identifying five sources for job leads. 2. Many students have never used the internet and need to get an email and need a great deal of assistance how to look for jobs on websites including Craig's List.
	<b>Content</b>	No change
	<b>Method</b>	Lecture, selfpace, individual sessions and discussions.
	<b>Assignment</b>	Writing a resume, cover letter, thank you letter, filling out an application and other assignments pertaining to the job search.
	<b>Evaluation</b>	No change
	<b>Current SLO</b>	No change
	<b>Assessment.</b>	No change
	<b>Other</b>	No steps
	<b>Resource</b>	No
	<b>Comments</b>	No

*Forth Reflection set*

- Finding** 1. Students need to practice(role play) job interview questions.  
 2. Students need understand what employers are looking for in a person when they interview them.

**Content** No change

**Method** Lecture, selfpace, individual sessions and discussions.

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

**Evaluation** No change

**Current SLO** No change

**Assessment.** No change

**Other** No steps

**Resource** No

**Comments** No

*Fifth Reflection set*

- Finding** 1. Students need assistance in accessing a job site.  
 2. Students need to learn how to send their resumes as an attachment to apply for jobs on line.

**Content** No change

**Method** Lecture, selfpace, individual sessions and discussions.

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

**Evaluation** No change

**Current SLO** No change

**Assessment.** No change

**Other** No

**Resource** no

**Comments** no

ALCB 223	CAREER RESOURCES	
ALCB 224	EMPLOYMENT ISSUES	
ALCB 229	WORK ADJUSTMENT FOR THE DISABLED	No SLO record.
ALCB 230	INTRODUCTION TO THE COMPUTER FOR THE DISABLED	
ALCB 231	CAREER PLANNING & PERSONAL ASSESSMENT	No SLO record.
ALCB 403	CHANGING GENERATIONS	
ALCB 403X	CHANGING GENERATIONS	
ALCB 403Y	CHANGING GENERATIONS	
ALCB 406	WORLD NEWS DISCUSSION	
ALCB 406X	WORLD NEWS DISCUSSION	
ALCB 406Y	WORLD NEWS DISCUSSION	
ALCB 407	SOCIAL CHANGE	
ALCB 407X	SOCIAL CHANGE	

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

**Other** To continue to utilize the slo process to improve the effectiveness and quality of the class.

**Resource** No.

## Comments No.

*Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

**Other** To continue to utilize the slo process to improve the effectiveness and quality of this course.

**Resource** No.

**Comments** No.

ALCB 407Y

SOCIAL CHANGE

ALCB 408

ART APPRECIATION

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

**Content** Where necessary, Art Appreciation instructors should explicitly document this SLO as a course goal in the syllabus, with explicit enabling objectives and formal evaluation instruments (standard or cell-based rubrics) for achieving that outcome.

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

*Second Reflection set*

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

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

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

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

## ALCB 408X 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 change planned at this time.

**Evaluation** No change planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

### *Second Reflection set*

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

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

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

#### ALCB 408Y ART APPRECIATION

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

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

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

"Please read the statement below. Circle the number that you believe best applies to the



statement. Use the following scale from 1 to 5.

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

### *Second Reflection set*

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

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

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

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

1 2 3 4 5

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

especially in adult and vocational education.

**Resource** None at this time.

#### ALCB 409 MUSIC APPRECIATION

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

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

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

#### *Second Reflection set*

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

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

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

#### ALCB 409X MUSIC APPRECIATION

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

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

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

#### *Second Reflection set*

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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

#### ALCB 409Y MUSIC APPRECIATION

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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

*Second Reflection set*

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

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

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

**Assignment** No changes planned at this time.

**Evaluation** No changes planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

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

ALCB 411	HEALTH ISSUES	
ALCB 411X	HEALTH ISSUES	
ALCB 411Y	HEALTH ISSUES	
ALCB 413	RELAXATION TECHNIQUES	
ALCB 413X	RELAXATION TECHNIQUES	
ALCB 413Y	RELAXATION TECHNIQUES	
ALCB 414	STRESS MANAGEMENT	No SLO record.
ALCB 414X	STRESS MANAGEMENT	No SLO record.
ALCB 414Y	STRESS MANAGEMENT	No SLO record.
ALCB 421	AROUND THE WORLD IN TRAVEL STUDY	



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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

**Other** None at this time.

**Resource** None at this time.

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

### *Second Reflection set*

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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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



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

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

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

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

1 2 3 4 5

**Other** No other reflections at this time.

**Resource** None at this time.

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

#### ALCB 421X AROUND THE WORLD IN TRAVEL STUDY

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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

**Other** None at this time.

**Resource** None at this time.

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

*Second Reflection set*

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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

**Other** No other reflections at this time.

**Resource** None at this time.

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

ALCB 421Y      AROUND THE WORLD IN TRAVEL STUDY

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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

**Other** Nothing further at this time.

**Resource** None at this time.

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

#### *Second Reflection set*

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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

4 = Agree Somewhat

5 = Strongly Agree

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

1 2 3 4 5

**Other** No other reflections at this time.

**Resource** None at this time.

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

#### ALCB 431 ANALYSIS OF CURRENT EVENTS

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

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

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

**Assessment.** No changes at this time.

**Other** No additional steps at this time.

**Resource** Nothing at this time.

**Comments** Nothing at this time.

#### *Second Reflection set*

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

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

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

**Assessment.** No changes at this time.

**Other** No additional steps at this time.

**Resource** Nothing at this time.

**Comments** Nothing at this time.

ALCB 431X	ANALYSIS OF CURRENT EVENTS
ALCB 431Y	ANALYSIS OF CURRENT EVENTS
ALCB 431Z	ANALYSIS OF CURRENT EVENTS
ALCB 451	DRAWING & PAINTING

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

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

### *Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

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

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

1 2 3 4 5

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

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

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

#### ALCB 451X DRAWING & PAINTING

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

- 1 = 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 as follows:

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

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

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

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

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

1 2 3 4 5

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



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

#### ALCB 451Y DRAWING & PAINTING

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

**Comments** Nothing at this time.

#### *Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

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

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

1 2 3 4 5

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

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

**Comments** Nothing at this time.

#### ALCB 451Z DRAWING & PAINTING

**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.

### *Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

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

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

1 2 3 4 5

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

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

## ALCB 455 MUSIC &amp; MOVEMENT

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

**Content** No changes are planned at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

**Comments** Nothing at this time.

*Second Reflection set*

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

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

**Current SLO** Identify characteristics of music used in music exercise.

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

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

- 1 = Strongly Disagree
- 2 = Disagree Somewhat

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

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

1 2 3 4 5

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

**Resource** None at this time.

**Comments** Nothing further at this time.

#### ALCB 455X MUSIC & MOVEMENT FOR THE DISABLED

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

**Content** No changes are planned at this time.

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

**Comments** Nothing further at this time.

#### *Second Reflection set*

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

**Content** No changes at this time.

- Method** No changes at this time.
- Assignment** No changes at this time.
- Evaluation** No changes at this time.
- Current SLO** Identify characteristics of music used in music exercise.
- Assessment.** Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:
- "Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.
- 1 = Strongly Disagree  
2 = Disagree Somewhat  
3 = No Opinion  
4 = Agree Somewhat  
5 = Strongly Agree
- After participating in this course, I am better able to identify characteristics of music used in music exercise (for example, beat, tempo, or rhythm).
- 1 2 3 4 5
- Other** The instructor's ability to design and implement compelling lesson plans that stimulate and combine multiple sensory and learning modalities (kinesthetic, auditory, visual, etc.) is crucial.
- Resource** None at this time.
- Comments** Nothing further at this time.

ALCB 455Y      MUSIC & MOVEMENT

- Finding** This SLO was considered salutary for its attempt to integrate mind and body in the adult learning experience. This SLO implies and/or combines all of the following: basic fitness through movement, creative self-expression through movement, auditory identification and recall of music, an appreciation of choreography, and an understanding of basic elements in music that stimulate rhythmic or patterned body responses. The ability to demonstrate kinesthetic response to music, it was noted, varies considerably across the spectrum of students, from low-functioning to high-functioning. Music and Movement classes also vary considerably among instructors. From one class to the next, the Music and Movement curriculum and SLOs can be interpreted and applied differently to accommodate, for example, a example style or genre of music (e.g., soul, jazz or waltz) as well as the particular fitness levels and interests of students.
- Content** No changes are planned at this time.
- Method** No changes are planned at this time.
- Assignment** No changes are planned at this time.
- Evaluation** No changes are planned at this time.
- Current SLO** Participating students will demonstrate an ability to respond kinesthetically to music.
- Assessment.** Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:
- "Please read the statement below. Circle the number that you believe best applies to the statement. Use the following scale from 1 to 5.
- 1 = Strongly Disagree  
2 = Disagree Somewhat  
3 = No Opinion  
4 = Agree Somewhat  
5 = Strongly Agree
- After participating in this course, I have improved my ability to respond kinesthetically (via movement) to music.

1 2 3 4 5

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

**Resource** None at this time.

**Comments** Nothing further at this time.

### *Second Reflection set*

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

**Content** No changes are planned at this time.

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

**Current SLO** Identify characteristics of music used in music exercise.

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

**Comments** Nothing further at this time.

## ALCB 455Z MUSIC & MOVEMENT

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

**Content** No changes are planned at this time.

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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



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

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

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

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

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

**Resource** None at this time.

**Comments** Nothing further at this time.

### *Second Reflection set*

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

**Content** No changes are planned at this time.

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

**Current SLO** Identify characteristics of music used in music exercise.

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

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

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

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

1 2 3 4 5

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

**Resource** None at this time.

**Comments** Nothing further at this time.

ALCB 456

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

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

*Second Reflection set*

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

**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.

ALCB 456Y	CRAFTS
ALCB 456Z	CRAFTS
ALCB 462	VERBAL EXPRESSION

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

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

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

**Assessment.** No changes at this time.

**Other** No additional steps at this time.

**Resource** Nothing at this time.

**Comments** Nothing at this time.

### *Second Reflection set*

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

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

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

**Assessment.** No changes at this time.

**Other** No additional steps at this time.

**Resource** Nothing at this time.

**Comments** Nothing at this time.

ALCB 462X VERBAL EXPRESSION

ALCB 462Y VERBAL EXPRESSION

ALCB 462Z VERBAL EXPRESSION

ALCB 463 CREATIVE WRITING

ALCB 463X CREATIVE WRITING

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

**Other** To continue to improve course curriculum through engaging in the SLO process.

**Resource** No.

**Comments** No.

### *Second Reflection set*

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

**Content** Nothing at this time.

**Method** Nothing at this time.

**Assignment** Nothing at this time.

**Evaluation** Nothing at this time.

**Current SLO** Nothing at this time.

**Assessment.** Nothing at this time.

**Other** To continue to improve the class through the SLO process.

**Resource** No.

**Comments** No.

ALCB 463Y CREATIVE WRITING  
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.

1 2 3 4 5

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

**Resource** None at this time.

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

### *Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

**Comments** Nothing further at this time.

#### ALCB 464X POETRY & LITERATURE

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

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

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

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

**Current SLO** The SLO should read as follows ...

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

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

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

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



4 = Agree Somewhat  
5 = Strongly Agree

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

1 2 3 4 5

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

**Resource** None at this time.

**Comments** Nothing further at this time.

### *Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

**Comments** Nothing further at this time.

ALCB 464Y

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.

1 2 3 4 5

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

**Resource** None at this time.

**Comments** Nothing further at this time.

### *Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

**Comments** Nothing further at this time.

#### ALCB 465 CREATIVE SELF-EXPRESSION

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

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

**Method** No changes are planned at this time

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

**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

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

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

**Method** No changes are planned at this time

**Assignment** No changes are planned at this time

**Evaluation** No changes are planned at this time

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

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

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

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

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

1 2 3 4 5

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

**Resource** Nothing at this time.

**Comments** Nothing at this time.

*Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

**Comments** Nothing further at this time.

#### ALCB 465Y CREATIVE SELF-EXPRESSION

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

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

**Method** No changes are planned at this time

**Assignment** No changes are planned at this time

**Evaluation** No changes are planned at this time

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

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

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

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

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

1 2 3 4 5

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

**Resource** Nothing at this time.

**Comments** Nothing at this time.

### *Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

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

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

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

1 2 3 4 5

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

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

**Comments** Nothing at this time.



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

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

**Method** No changes are planned at this time

**Assignment** No changes are planned at this time

**Evaluation** No changes are planned at this time

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

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

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

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

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

1 2 3 4 5

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

**Resource** Nothing at this time.

**Comments** Nothing at this time.

### *Second Reflection set*

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

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

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

"Please read the statement below. Circle the number that you believe best applies to the

statement. Use the following scale from 1 to 5.

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

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

1 2 3 4 5

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

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

**Comments** Nothing at this time.

#### ALCB 481 EXERCISE FOR THE OLDER DISABLED ADULT

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

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

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

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

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

**Method** No changes are planned at this time.

**Assignment** No changes are planned at this time.

**Evaluation** No changes are planned at this time.

**Current SLO** Participating students will demonstrate their ability to develop or improve their physical fitness levels.

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

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

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

After participating in this course, I have been able to develop or improve my level of physical fitness.

1 2 3 4 5

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

1. Demonstrate the correct execution and list the benefits of pursed-lip breathing (PLB) before, during and after warm-up, exercise and cool-down activities as an integral component of any exercise session;
2. Execute the proper technique, integrating movement and breathing, associated with at least two seated warm-up and cool-down routines and explain why they are integral parts of any exercise session;
3. Correctly identify and execute nine or more appropriate, chair-based lifting techniques involving hand weights that strengthen the following large muscle groups: upper and lower back, chest, shoulders, biceps and triceps, quadriceps, calves and hamstrings;
4. Explain how a specific weight-training routine improves performance in one or more ADLs.
5. Correctly use light hand weights in the seated position to strengthen major muscle groups and correlate the benefits of these lifting movements to specific ADLs.
6. Identify, explain and demonstrate the in vivo applications and correct execution of fall-prevention routines that build proprioception, movement efficiency, balance, coordination, core strength, and lower body strength.

**Resource** None at this time.

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

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

#### *Second Reflection set*

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

**Content** This SLO should be formally introduced as a curriculum goal at the beginning of the course, restated in the syllabus, lesson plans and other class handouts, and reinforced at the start of each session's class agenda.

**Method** No changes are planned at this time.  
**Assignment** No changes are planned at this time.  
**Evaluation** No changes are planned at this time.  
**Current SLO** Participating students will demonstrate an understanding of the connections between physical fitness, personal health and well-being.  
**Assessment.** Going forward, the following student self-assessment of the SLO will be administered and tracked on two occasions by the instructor, at the mid- and end-point of the twelve-week quarter:

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

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

After participating in this course, I have improved my understanding of the connections between physical fitness and personal health and well-being.

1 2 3 4 5

**Other** Instructors of this course will investigate how to design standard and cell-based rubrics that accurately assess how well students grasp issues involving physical fitness, personal health and well-being.  
**Resource** None at this time.  
**Comments** It behooves exercise instructors to continue meeting on a regular basis to share their professional experiences while brainstorming on teaching strategies, classroom activities and routines, homework and transfer-of-learning (TOL) assignments, and rubrics for evaluating student performance.

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

**Finding** Across the board all students stated that they made noticeable improvement in one or more of the areas listed above. A lot of students commented on the knowledge of the Instructors and their ability to adapted the students' personal needs.  
**Content** No change at this time.  
**Method** No change at this time.  
**Assignment** No change at this time.  
**Evaluation** No change at this time.  
**Current SLO** No change at this time.  
**Assessment.** No change at this time.  
**Other** Continual evaluation of course effectiveness made possible by the SLO process.  
**Resource** None at this time.  
**Comments** No.

#### *Second Reflection set*

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

ALCB 481Z EXERCISE FOR THE OLDER DISABLED ADULT

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

2009-2010

Course ID	Title	Reflections
ALLD 206	PARAGRAPH REMEDIATION	
	<p><b>Finding</b> The results from learning styles inventory and writing assessment helped to identify each student's particular learning style and writing strengths and difficulties. Some of the problem areas identified were poor study skills, grammar, writing structure and content.</p> <p><b>Content</b> Designed to address the unique needs of the students with different learning styles who are struggling in their respective English courses</p> <p><b>Method</b> Direct instruction on Writing / Reading strategies (grammar, pre-writing strategies, highlighting, content development, writing structure and organization), incorporate assistive technology software programs such as Inspiration and Dragon Naturally Speaking which help in generating and developing ideas to become more effective writers. Assign students to work with teaching assistants to help improve their writing skills emphasizing on their specific problem areas.</p> <p><b>Assignment</b> Writing exercise – students will be assigned short writing exercises to help reinforce the material covered during class lectures. The emphasis of these assignments is to improve writing structure, content and grammar. Course assignments serve as an effective measuring tool to monitor student progress and assess areas of improvement.</p> <p><b>Evaluation</b> Papers and final exam</p> <p><b>Current SLO</b> Identify particular learning style, strengths, and weaknesses using writing assessment and learning styles inventory.</p> <p>Develop writing strategies and compensatory techniques focusing on structure, content and analysis.</p> <p><b>Assessment.</b> Index of Learning Styles Inventory developed by Barbara A. Solomon &amp; Richard M. Felder from North Carolina State University (Online). It is a self-assessment questionnaire with 44 questions evaluating student's learning style and provides a report on appropriate strategies.</p> <p>Writing Skills Assessment – to assess writing strengths and weaknesses.</p> <p><b>Other</b> In-class observation by instructor and teaching assistants</p> <p><b>Resource</b> - 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.</p>	
ALLD 207	BASIC MATH REMEDIATION	
ALLD 207X	BASIC MATH REMEDIATION	
ALLD 210	UNDERSTANDING LEARNING DIFFERENCES	No SLO record.
ALLD 211	ENHANCING COLLEGE SUCCESS	
	<p><b>Finding</b> 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.</p> <p><b>Content</b> No changes needed</p>	

**Method** Story Circle Time

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

**Training Facilitators**

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

**More Time for Technology Training.**

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

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

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

**Current SLO** No changes needed

**Assessment.** No changes needed at this time

**Other** None

**Resource** This quarter, peer mentors and one staff member served as Story Circle facilitators.

However, they were minimally trained. In order to better facilitate this teaching strategy, it would be best if facilitators could attend a 3-4 hour training on Story Circles and the use of Windows Movie Maker or iMovie.

Training would include the following:

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

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

**Comments** None

***Second Reflection set***

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

**Content** no changes needed

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

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

**Evaluation** no changes needed

Current SLO no changes needed

Assessment. no changes needed

Other none

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

Comments No

### *Third Reflection set*

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

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

**Method** none

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

**Evaluation** none

Current SLO none

Assessment. none

Other none

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

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

ALLD 211S

ENHANCING COLLEGE SUCCESS

No SLO record.

ALLD 212

STUDENT SUCCESS STRATEGIES

No SLO record.

23 of 21 Course IDs for *ALTW* in the Adaptive Learning Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
ALTW 201	BASIC ENGLISH FOR THE DISABLED STUDENT	
	<b>Finding</b> 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 finalexam.	
	<b>Content</b> No changes.	
	<b>Method</b> No changes.	
	<b>Assignment</b> Homework grammar assignments in the book and writing sentences and paragraphs in class.	
	<b>Evaluation</b> Papers, quizzes and oral discussions.	
	<b>Current SLO</b> No changes.	



Assessment. None

Other None

Resource No.

Comments No

*Second Reflection set*

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

**Content** None

**Method** No changes.

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

**Evaluation** Papers, quizzes and oral discussions.

**Current SLO** No change.

**Assessment.** No change.

Other None

Resource None

Comments No.

*Third Reflection set*

- Finding**
1. Students were assigned to write notes to each other.
  2. Students wrote letters to themselves and read them outloud 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

ALTW 203 LEARNING STYLES & STRATEGIES FOR THE DISABLED STUDENT

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

**Content** None

**Method** None

**Assignment** None

**Evaluation** Assessment tests

**Current SLO** the student will be able to:

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

**Assessment.** completion of the student's personal profile

Other none

Resource no

Comments no

*Second Reflection set*

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

**Content** no

**Method** no

**Assignment** no

**Evaluation** no

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

**Resource** No

**Comments** No

*Third Reflection set*

- Finding** 1. Students identify their disabilities.  
 2. Students want to discuss their disabilities.

**Content** No

**Method** No change

**Assignment** Students write papers about their personality traits.

**Evaluation** A completed portfolio.

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

**Assessment.** Developing a personal profile

*Forth Reflection set*

- Finding** 1. Students want to identify their personal traits.  
 2. Students identify their attributes, and abilities.

**Content** No change

**Method** No change

**Assignment** Putting together personal information

**Evaluation** Completion of project to develop his/her profile.

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

**Assessment.** Completion of project

**Resource** No

**Comments** No

ALTW 204                      COMMUNICATION SKILLS FOR THE DISABLED STUDENT

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

**Content** None

**Method** Lectures and class discussions

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

**Evaluation** Quizzes and papers.

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

*Second Reflection set*

- Finding** Students understand how body language is a way of communicating.  
 Students identify their body language.

**Content** None.

**Method** Lectures and class discussions

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

**Evaluation** Quizzes and papers.

**Current SLO** None.

**Assessment.** None

Other None  
 Resource None  
 Comments No

#### ALTW 205 OFFICE SKILLS FOR THE DISABLED STUDENT

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

**Content** No change

**Method** Lectures and computer demonstrations.

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

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

**Current SLO** No

**Assessment.** None

Other No

Resource No

Comments No

#### *Second Reflection set*

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

Students email to students in the class.

**Content** None

**Method** Lectures and computer demonstrations.

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

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

**Current SLO** None

**Assessment.** None

Other No

Resource None

Comments No

#### *Third Reflection set*

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

**Content** None

**Method** Lectures and computer demonstrations.

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

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

**Current SLO** None

**Assessment.** No

Other None

Resource No

Comments No

#### ALTW 206 BEGINNING WORD PROCESSING FOR THE DISABLED STUDENT

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

**Content** None

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

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

Other none

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

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

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

### *Second Reflection set*

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

**Content** None

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

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

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

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

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

## ALTW 207 RESOURCES IN THE COMMUNITY FOR THE DISABLED STUDENT

**Finding** Students identify what a community support system is.  
Students learn how to access community support systems.

**Content** None

**Method** Lectures, guest speakers and video and internet viewing.

**Assignment** Reports, research and oral presentations.

**Evaluation** Reports, research and oral presentations.

**Current SLO** No change

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

### *Second Reflection set*

**Finding** Students learn types of public transit.  
Students report on types of public transity.

**Content** None

**Method** Lectures, guest speakers and video and internet viewing.  
**Assignment** Reports, research and oral presentations.  
**Evaluation** Reports, research and oral presentations.  
**Current SLO** No change  
**Assessment.** No change  
**Other** No change  
**Resource** No  
**Comments** No

*Third Reflection set*

**Finding** Students use internet to find public and private resources.  
 Guest speakers talk on public and private resources in the community.  
**Content** None  
**Method** Lectures, guest speakers and video and internet viewing.  
**Assignment** Reports, research and oral presentations.  
**Evaluation** Reports, research and oral presentations.  
**Current SLO** No change  
**Assessment.** No change  
**Other** None  
**Resource** none  
**Comments** no

ALTW 208      JOB TRAINING/INTERNSHIP FOR THE DISABLED STUDENT

**Finding** 1. The instructor gives an overview of volunteer jobs on the Foothill campus.  
 2. Students discuss their volunteer job choices.  
**Content** No changes.  
**Method** Class discussion, campus job visits and job internship.  
**Assignment** Job internship.  
**Evaluation** Supervisors of students in volunteer jobs fill out evaluation forms on the TTW students worked for them.[  
**Current SLO** No change  
**Assessment.** No change  
**Other** None  
**Resource** None  
**Comments** No

*Second Reflection set*

**Finding** 1. Students feel proud if they do well in their on-the-job training on the Foothill campus.  
**Content** No change.  
**Method** Class discussion, campus job visits and job internship.  
**Assignment** Job internship.  
**Evaluation** Supervisors evaluations.  
**Current SLO** B. experience"on-the-job-training on the Foothill Campus.  
**Assessment.** No change  
**Other** None  
**Resource** None  
**Comments** No

*Third Reflection set*

**Finding** 1. Students learned that on every job there are unique skills and responsibilities that they need to be successful.  
 2. Students learn about attendance and punctuality at work.  
**Content** More classroom reflection on individual jobs  
**Method** Class discussion, campus job visits and job internship.  
**Assignment** Job internship.

Evaluation Supervisors evaluations.

Current SLO No

Assessment. No

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

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

Comments No

#### ALTW 209 SOCIAL SKILLS FOR THE DISABLED STUDENT

Finding 1. Students learn what self-esteem is and how it affects everyone.  
2. Students identify their good qualities and express them to others.

Content none

Method Lecture and discussions.

Assignment Short presentations, role play and papers.

Evaluation Quizzes, oral presentations and exams.

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

Assessment. No change.

Other None

Resource No.

Comments No.

#### *Second Reflection set*

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

Content No changes

Method Lecture and discussions.

Assignment Short presentations, role play and papers.

Evaluation Quizzes, oral presentations and exams.

Current SLO No change

Assessment. None

Other None

Resource No

Comments No

#### *Third Reflection set*

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

Content No change

Method Lecture and discussions.

Assignment Short presentations, role play and papers.

Evaluation Quizzes, oral presentations and exams.

Current SLO No change

Assessment. NOne

Other Non

Resource No

Comments No

#### *Forth Reflection set*

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

Content No change

Method Lecture and discussions.

Assignment Short presentations and papers.

Evaluation Quizzes, oral presentations and exams.

Current SLO No change.

Assessment. None  
 Other NOne  
 Resource No  
 Comments No

#### ALTW 210 OFFICE APPLICATIONS FOR THE DISABLED STUDENT

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

**Content** No change.

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

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

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

**Current SLO** No change.

**Assessment.** No change.

**Other** None

**Resource** No change.

**Comments** No

#### *Second Reflection set*

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

**Content** No change

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

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

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

**Current SLO** No change

**Assessment.** No change

**Other** NOne

**Resource** No

**Comments** No

#### *Third Reflection set*

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

**Content** No change.

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

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

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

**Current SLO** No change

**Assessment.** No change

**Other** NOne

**Resource** no

**Comments** no

#### *Forth Reflection set*

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

**Content** No change



**Method** Lectures, demonstrations and guest speakers. Quizzes are short with review of the day.  
**Assignment** Assignments using the computer, fax, copy machine and the phone.  
**Evaluation** Papers written on the computer  
 Demonstrations by students and the instructor  
 Quizzes  
**Current SLO** No change  
**Assessment.** None  
**Other** None  
**Resource** No change  
**Comments** No

#### ALTW 211 INTRODUCTION TO EXCEL FOR THE DISABLED STUDENT

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

**Content** none  
**Method** Continue with the use of ETUDES  
**Assignment** Since I made up most of the assignments, I was better able to pace the class- Assignments were more relevant to their understanding and I could provide individualized assignments as well.  
**Evaluation** none  
**Current SLO** none  
**Assessment.** none  
**Other** Create and collect multiple assignments/ projects ranging from easy to most difficult so that the instructor can easily use them- Each cohort is different so it's hard to have the same class and pace it accurately.  
**Resource** Access to KCI computer labs and teaching facilities- these rooms are much better suited to a class of this nature.  
**Comments** no

#### *Second Reflection set*

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

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

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

**Finding** Students had difficulty identifying their skills.  
 Students had difficulty defining a realistic job objective.  
**Content** No change

**Method** Lecture, class demonstrations, and internet searches.

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

**Evaluation** Completed resume, and quizzes.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

#### *Second Reflection set*

**Finding** Students needed to organize personal information.

Students needed to learn what information was important.

**Content** No change

**Method** Lecture, class demonstrations, and internet searches.

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

**Evaluation** Completed resume, and quizzes.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

#### *Third Reflection set*

**Finding** Students need assistance with the development of a resume.

Students need assistance sending an attachment.

**Content** No change

**Method** Lecture, class demonstrations, and internet searches.

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

**Evaluation** Completed resume, and quizzes.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

#### *Forth Reflection set*

**Finding** Students left many blank spaces.

Completed applications needed to be checked.

**Content** No change

**Method** Lecture, class demonstrations, and internet searches.

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

**Evaluation** Completed resume, and quizzes.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

#### ALTW 213 WORK ATTITUDES & BEHAVIOR FOR THE DISABLED STUDENT

**Finding** 1.The curriculum needs to be expanded to include more of the issues in the workplace.

2.Students should have assignments related to their on the job training on the campus.

They could learn from each other's experiences.

**Content** No change

**Method** Lecture, discussion and guest speakers.

**Assignment** Role play, demonstrations, book assignments and papers.

**Evaluation** class presentations and demonstrations and project papers

**Current SLO** No change.

**Assessment.** No change

**Other** none

**Resource** None

**Comments** no

#### *Second Reflection set*

**Finding** 1. Students discuss how they feel about criticism.

2. Students point out how being graded and observed is sometimes very uncomfortable for them.

**Content** No changes

**Method** Lecture, discussion and guest speakers.

**Assignment** Role play, demonstrations, book assignments and papers.

**Evaluation** Quizzes, projects and papers.

**Current SLO** No change

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

#### *Third Reflection set*

**Finding** It is helpful to discuss fears and expectations with class.

Students feel better knowing that others have same fears and expectations.

**Content** No change

**Method** Lecture, discussion and guest speakers.

**Assignment** Role play, demonstrations, book assignments and papers.

**Evaluation** Quizzes, projects and papers.

**Current SLO** No change

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

ALTW 214

#### JOB SEARCH SKILLS: THE INTERVIEW FOR THE DISABLED STUDENT

**Finding** 1. Students learned the most frequently asked questions.

2. Student practice most frequently asked questions.

**Content** No change

**Method** Demonstrations, lectures, and quizzes.

**Assignment** Role play, book assignments and demonstrations.

**Evaluation** Quizzes and video taped interviews.

**Current SLO** No change

**Assessment.** None

**Other** No

**Resource** None

**Comments** No

#### *Second Reflection set*

**Finding** Students role play and critique each other.

Specific suggestions were beneficial to the students.

**Content** No change

**Method** Demonstrations, lectures, and quizzes.

**Assignment** Role play, book assignments and demonstrations.

Evaluation Quizzes and video taped interviews.  
 Current SLO No change  
 Assessment. No change  
     Other None  
 Resource No  
 Comments No

*Third Reflection set*

Finding Students review what to say when discussing their education, experience and skills in an interview.  
     Students identify and list skills and review them.  
 Content No change  
 Method Demonstrations, lectures, and quizzes.  
 Assignment Role play, book assignments and demonstrations.  
 Evaluation Quizzes and video taped interviews.  
 Current SLO No change  
 Assessment. No change  
     Other None  
 Resource No  
 Comments No

*Forth Reflection set*

Finding Students write questions that they feel would be difficult to answer and then go over them with classmates.  
     Students discuss answers to difficult interview questions.  
 Content No change  
 Method Demonstrations, lectures, and quizzes.  
 Assignment Role play, book assignments and demonstrations.  
 Evaluation Quizzes and video taped interviews.  
 Current SLO No change  
 Assessment. No change  
     Other None  
 Resource No  
 Comments No

ALTW 215      TRANSITION TO WORK FOR THE DISABLED STUDENT

Finding 1. Students liked putting things together about themselves.  
     2. Organizing material benefits students.  
 Content No change  
 Method Lecture, internet websites and guest speakers.  
 Assignment book assignments, internet websites, and organizing material.  
 Evaluation Quizzes and completed portfolio.

*Second Reflection set*

Method Lecture, internet websites and guest speakers.  
 Assignment book assignments, internet websites, and organizing material.  
 Evaluation Quizzes and completed portfolio.

*Third Reflection set*

Finding 1. Students learn how to use the internet to search for jobs.  
     2. Student  
 Content No change  
 Method Lecture, internet websites and guest speakers.  
 Assignment book assignments, internet websites, and organizing material.  
 Evaluation Quizzes and completed portfolio.  
 Current SLO No change

Assessment. None  
 Other No  
 Resource No  
 Comments NO

#### ALTW 216 DISABILITY & THE LAW FOR THE DISABLED STUDENT

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

**Content** No change

**Method** Lecture, guest speakers and student reports.

**Assignment** Written and oral report on a disability.

**Evaluation** Written and oral report on a disability.

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

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

#### *Second Reflection set*

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

**Content** ASA reading material

**Method** Lecture, guest speakers and student reports.

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

**Evaluation** Written and oral report on a disability.

**Current SLO** Students understand their basic citizens' rights and responsibilities

**Assessment.** No change

**Other** No

**Resource** No

**Comments** No

#### *Third Reflection set*

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

**Content** No change

**Method** Lecture, guest speakers and student reports.

**Assignment** Written and oral report on a disability.

**Evaluation** Written and oral report on a disability.

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

**Assessment.** No change

**Other** No

**Resource** No

**Comments** No

#### ALTW 217 INTERMEDIATE COMPUTER APPLICATIONS FOR THE DISABLED STUDENT

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

**Content** none

**Method** The students lack research and writing skills. In many lessons, students had to be told repeatedly not to copy and paste from the internet. Given the cognitive level of the students, it may be necessary to provide students with the research content instead of allowing them to research on their own.

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

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

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

### *Second Reflection set*

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

**Content** None

**Method** none

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

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** no

## ALTW 218 CURRENT EVENTS FOR THE DISABLED STUDENT

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

**Content** None

**Method** Discussions, newspapers and the internet.

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

**Evaluation** Oral presentationa and discussions.

**Current SLO** The student will be able to:

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

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

**Other** none

**Resource** The TTW students have a variety of disabilities and their academic level ranges from 3rd grade to college. They are often socially immature and have difficulty in organizational skills, memory and interpreting informaiton. Most TTW students have had little academic success in their lives and their attention spans are short and they have limited cognitive abillites. 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 presentationa and discussions.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

### *Third Reflection set*

- Finding** 1. Students select an article and describe it to class.  
 2. Students divide into groups and present news articles to class.

**Content** No change

**Method** Newspapers and the internet.

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

**Evaluation** Oral presentationa and discussions.

**Current SLO** No change

**Assessment.** No change

**Other** No

**Resource** No

**Comments** No

### *Forth Reflection set*

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

**Content** No change

**Method** Newspapers and the internet.

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

**Evaluation** Oral presentationa and discussions.

**Current SLO** No change

**Assessment.** No change

**Other** No

**Resource** No

**Comments** No

## ALTW 219 USING THE INTERNET FOR THE DISABLED STUDENT

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

**Content** Changes with news.

**Method** Demonstrations, lectures and internet presentations.

**Assignment** Writing newspaper articles and internet news demonstrations.

**Evaluation** Written news articles and presentations.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

### *Second Reflection set*

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



**Content** Changes with news.

**Method** Demonstrations, lectures and internet presentations.

**Assignment** Writing newspaper articles and internet news demonstrations.

**Evaluation** Written news articles and presentations.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

### *Third Reflection set*

**Finding** 1.Students check out imdividual computers in the classroom.

2.Students follow the instructor instructions as to how to use computer.

**Content** Changes with news.

**Method** Demonstrations, lectures and internet presentations.

**Assignment** Writing newspaper articles and internet news demonstrations.

**Evaluation** Written news articles and presentations.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

### *Forth Reflection set*

**Finding** Students learn about websites.

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

**Content** Changes with news.

**Method** Demonstrations, lectures and internet presentations.

**Assignment** Writing newspaper articles and internet news demonstrations.

**Evaluation** Written news articles and presentations.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

### *Fifth Reflection set*

**Finding** 1. Instructor dicuses internet etiquette.

2. Students practice internet etiquette.

**Content** No change

**Method** Demonstrations, lectures and internet presentations.

**Assignment** Writing newspaper articles and internet news demonstrations.

**Evaluation** Written news articles and presentations.

**Current SLO** No change

**Assessment.** No change

**Other** None

**Resource** No

**Comments** No

ALTW 401            ELIGIBILITY ASSESSMENT FOR THE DISABLED STUDENT  
ALTW 402            TRANSITION TO WORK ORIENTATION

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

2009-2010

Course ID	Title	Reflections
ANTH 1	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	
	<b>Finding</b> Wolf: Students have a very general idea of evolution, but lack any nuanced perspective on evolutionary theory (or much of anything else – they do not do “nuance” very well. It is unsettling.) Some students are clearly uncomfortable with what they perceive as a conflict between scientific evolutionary theory and their religious teachings. I avoid being sidetracked and communicate that science and religion are two different fields. There is a profound hesitancy to discuss “race” and some are simply dumbfounded by the anthropological view that “race” is a social/cultural categorization NOT a biological one. However, those who attend class regularly, engage in class discussions, and perform well on the exams do leave the class with a more advanced understanding of evolutionary theory.	
	Connell: I believe that students need more time to practice and apply their understandings in this class, but how do we do that when they have minimal background information. I chose the study of beak size on Daphne Major by the Grants referenced in the book and data is provided by the Evolution series by PBS. This has research questions that the students need to answer based on the data. Their understandings of Mendelian genetics improves with more and more coverage of genetic concepts, I am beginning to think practice makes perfect in this case, but it comes at the detriment of other material.	
	<b>Content</b> 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.	
	<b>Method</b> 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.	
	<b>Assignment</b> 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 behaviorally 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.	
	<b>Evaluation</b> 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.	
	<b>Current SLO</b> Connell -- it is generalized but fine.	
	<b>Assessment.</b> 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 be made up with effort in class (participation) and homeworks. I think that this works well, but it is open for debate!	
	<b>Other</b> Connell: Improve home work assignments.	

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

### *Second Reflection set*

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

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

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

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

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

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

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

### *Third Reflection set*

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

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

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

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

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

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** Students were asked at the beginning of the quarter: Define Culture, Define Race and whether they had taken an anthro class before.  
24/38 defined culture correctly. 4/38 defined race correctly. 5/38 had taken an anthro class before.  
On the midterm: A short answer question asked students to define culture. Answered correctly (3pts) 30/45 ; Partially correct (1 or 2 points) 14/45 ; incorrect (0 pts) 1/45  
Race question: Everyone got it correct.
- Content** None, they were getting the questions correct.
- Method** I had the class develop their own definition of culture, so they took ownership in the definition and therefore most everyone got it correct.
- Assignment** F2009: We developed our own definition of culture in class.  
We discussed that idea that race does not exist.
- Evaluation** Exam - short answer - Give the class definition of culture.  
and Define Race -
- Connell S2010: This quarter I had 6 quizzes on the reading randomly given. It proved unsuccessful at getting the students to read the material on time, in addition, I wanted to make the quizzes sufficiently general so as to prove that they did the reading and nothing more -- this proved hard to accomplish. However by quiz #4 there was improvement in the class - more students were getting the answers correct because they had done the reading on time.  
Statistics: Quiz 1 vs Quiz 4: 11 got points vs 30 got points (partial) and also 3 got it completely right vs 23 completely right, that is actually amazing data -- showing that the student attention to the reading has risen significantly!! So I rescind my earlier comments, it looks like it is working very well. I will keep it.
- Current SLO** Students will practice cultural relativism and apply understandings of global diversity.
- Assessment.** Students were learning how to avoid being culture bound and ethnocentric.
- Resource** N/A
- Comments** No

### *Second Reflection set*

- Finding** Students were asked to conduct their own ethnographic research either by analyzing their food consumption for 5 days or creating a kinship chart of their family. Their papers are always great because they become stakeholders in their own research. 9 students got an F and did not do the paper. Rubric definition: Fails to draw conclusions  
Sees no arguments, Overlooks differences, Repeats Data, Omits Research  
6 received a B. Rubric definition: Formulates conclusions,  
Recognizes arguments, Notices differences, Evaluates data, Seeks out information  
35 received an A. Rubric definition: Examines conclusions, Uses reasonable judgment,  
Discriminates rationally, Synthesizes data  
Views information critically.
- S2010 Paper Assignment Reflection #2 (Connell)  
- This quarter I could see that I did not emphasize critical thinking enough in run up to the due date and in the hand out for the paper. I need to emphasize that each student step back from the data and assess their data in terms of the culture that surrounds the individual. Too often I see that the story becomes personal and does not become an analysis of culture -- most often this occurs with the food paper, while the kinship paper usually they get it.
- Content** Perhaps I was too lenient in offering a rewrite for the paper. It allowed many students to resubmit the paper and complete the assignment at the A level, however this is the purpose of the paper - to have the students internalize their ability to think critically.

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

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

**Evaluation** Paper grading using rubric provided.

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

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

**Other** S2010: I think that I may try to integrate the Food Rules book by Michael Pollen into the course. A group of profs are meeting biweekly to discuss how to integrate this book into a learning community. I think it is a good idea. It would allow them to more critically assess their own eating habits.

In addition, I think that the cross-cultural comparison in the kinship paper needs to be more formalized. I think they should have to come up with another culture outside of the text book readings that would allow them more details.

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

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

### *Third Reflection set*

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

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

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

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

**Evaluation** Assessment of participation and grading of homework.

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

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

**Resource** No

ANTH 2B

PATTERNS OF CULTURE

ANTH 3

PREHISTORY: THE SEARCH FOR LOST CIVILIZATIONS

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

### *Second Reflection set*

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

**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.

*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.

**Evaluation** Fine

**Current SLO** Fine

**Assessment.** Fine

ANTH 4	FIRST PEOPLES OF NORTH AMERICA	
ANTH 5	MAGIC, SCIENCE & RELIGION	
ANTH 6	PEOPLES OF AFRICA	
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	No SLO record.
ANTH 20	NATIVE PEOPLES OF CALIFORNIA	No SLO record.
ANTH 22	THE AZTEC, MAYA & THEIR PREDECESSORS	No SLO record.
ANTH 34H	HONORS INSTITUTE SEMINAR IN ANTHROPOLOGY	
ANTH 35	DEPARTMENT HONORS PROJECTS IN ANTHROPOLOGY	
ANTH 36	SPECIAL PROJECTS IN ANTHROPOLOGY	
ANTH 36X	SPECIAL PROJECTS IN ANTHROPOLOGY	
ANTH 36Y	SPECIAL PROJECTS IN ANTHROPOLOGY	
ANTH 36Z	SPECIAL PROJECTS IN ANTHROPOLOGY	
ANTH 50	MEDICAL ANTHROPOLOGY: METHODS & PRACTICE	

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

2009-2010

Course ID	Title	Reflections
APEL 112	RESIDENTIAL ELECTRICAL AIR CONDITIONING & REFRIGERATION; TELEPHONE SYSTEMS	
APEL 113	RESIDENTIAL ELECTRICAL SYSTEMS: BASIC SECURITY, SOLAR POWER, HOME AUTOMATION & LIFE SAFETY	
APEL 120	ORIENTATION TO THE ELECTRICAL TRADE	
APEL 121	ELECTRON THEORY; BASIC BLUEPRINT READING; DC THEORY; NATIONAL ELECTRICAL CODE INTRODUCTION	
APEL 122	CODEOLOGY; TEST EQUIPMENT; PIPE BENDING; BLUEPRINTS	

APEL 123	AC THEORY; TRANSFORMERS; INTERMEDIATE NATIONAL ELECTRICAL CODE	
APEL 124	DC/AC THEORY REVIEW; ELECTRONICS; INDUSTRIAL BLUEPRINTS	
APEL 125	NEC GROUNDING; OVERCURRENT PROTECTION; TRANSFORMER CONNECTIONS	
APEL 126	MOTORS; MOTOR CONTROL; LIGHTING PROTECTION	
APEL 127	DIGITAL ELECTRONICS; MOTOR SPEED CONTROL; ADVANCED NATIONAL ELECTRICAL CODE	
APEL 127A	DIGITAL ELECTRONICS; MOTOR SPEED CONTROL	No SLO record.
APEL 128	PROGRAMMABLE LOGIC CONTROLLERS; LOW VOLTAGE SYSTEMS & HIGH VOLTAGE SYSTEMS	
APEL 129	NATIONAL ELECTRICAL CODE REVIEW	
APEL 129A	ELECTRICAL SYSTEMS	No SLO record.
APEL 129B	BASIC ESTIMATING/TAKE-OFF & ELECTRICAL SAFETY-RELATED WORK PRACTICES	No SLO record.
APEL 130	OSHA SAFETY & HEALTH	No SLO record.
APEL 135	RESIDENTIAL ELECTRICAL ORIENTATION; SAFETY & CODE INTRODUCTION	
APEL 136	RESIDENTIAL ELECTRICAL D/C THEORY; BLUEPRINT READING	
APEL 137	RESIDENTIAL ELECTRICAL A/C THEORY & CIRCUITRY	
APEL 138	RESIDENTIAL WIRING LAYOUT & INSTALLATION	

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

2009-2010

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Course ID	Title	Reflections
APIW 100	INTRODUCTION TO IRONWORKING	
APIW 101	MIXED BASE	No SLO record.
APIW 102	REINFORCING IRON I	No SLO record.
APIW 103	RIGGING I	No SLO record.
APIW 104	IRONWORKER HISTORY & TRADE SCIENCE	No SLO record.
APIW 105	WELDING I	No SLO record.
APIW 106	STRUCTURAL I	No SLO record.
APIW 107	WELDING II	No SLO record.
APIW 109	POST-TENSIONING I	No SLO record.
APIW 110	ARCHITECTURAL I	No SLO record.
APIW 111	ARCHITECTURAL II	No SLO record.
APIW 112	LEAD HAZARD TRAINING	No SLO record.
APIW 113	SMALL STRUCTURE ERECTION	No SLO record.
APIW 114	WELDING III	No SLO record.
APIW 115	CRANES	No SLO record.
APIW 116	FOREMAN TRAINING	No SLO record.

25 of 24 Course IDs for *APPR* in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

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Course ID	Title	Reflections
APPR 111	BASIC MATH, SCIENCE & ELECTRICITY	
APPR 117A	CUTTING & WELDING FOR PLUMBERS	No SLO record.
APPR 132C	MECHANICAL SYSTEMS	No SLO record.
APPR 139A	REMEDIAL CONSTRUCTION TRADE MATH	
APPR 150	BASIC THEORY, USE OF TOOLS, JOB SAFETY & HEALTH	No SLO record.



APPR 151	THEORY & PRACTICE OF GAS WELDING, COPPER, CAST IRON, BRAZING, PLASTIC HOT AIR WELDING, VICTALIC, FLANGE, & FLAME CUTTING	No SLO record.
APPR 161	AIR CONDITIONING, PNEUMATIC CONTROLS, INSTRUMENTATION & PROCESS CONTROLS	No SLO record.
APPR 163	REFRIGERATION ASSEMBLY & REPAIR	No SLO record.
APPR 164	TRANSIT; SOLAR; SPECIAL PURPOSE INSTALLATIONS; SERVICE WORK & HUMAN RELATIONSHIP; HYDRONIC HEATING & COOLING	No SLO record.
APPR 165	APPRENTICESHIP ENERGY MANAGEMENT	No SLO record.
APPR 178	STRUCTURAL II	
APPR 183A	BASIC ELECTRICITY FOR SHEET METAL & AIR CONDITIONING SERVICE	
APPR 183B	ADVANCED ELECTRICITY FOR SHEET METAL & AIR CONDITIONING SERVICE	
APPR 184A	AIR CONDITIONING; COMMERCIAL SYSTEMS; HEATING (FOURTH YEAR SERVICE)	
APPR 184B	COMMERCIAL SYSTEMS; HEAT LOADS; PIPING (FOURTH YEAR SERVICE)	
APPR 185A	BASIC REFRIDGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	
APPR 185B	ADVANCED REFRIGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	
APPR 186A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE	
APPR 186B	REFRIDGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE	
APPR 187	INDUSTRIAL FIRST AID & CPR TRAINING	No SLO record.
APPR 188A	ORIENTATION; SAFETY & BEGINNING RESIDENTIAL SHEET METAL INSTALLATION (SPECIALIST 1A)	
APPR 188B	RESIDENTIAL COMPONENTS IDENTIFICATION & INSTALLATION (SPECIALIST 1B)	
APPR 189A	RESIDENTIAL SYSTEMS; DUCT & HVAC SYSTEMS (SPECIALIST 2A)	
APPR 189B	PLANS & ARCHITECTURAL APPLICATIONS FOR RESIDENTIAL SHEET METAL (SPECIALIST 2B)	

13 of 62 Course IDs for *APPT* in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

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Course ID	Title	Reflections
APPT 121	INTRODUCTION TO RESIDENTIAL PLUMBING, SAFETY & TOOLS	
APPT 122	RESIDENTIAL DRAINAGE SYSTEMS	No SLO record.
APPT 123	RESIDENTIAL GAS & WATER INSTALLATIONS	No SLO record.
APPT 124	MATHEMATICS FOR RESIDENTIAL PLUMBING	No SLO record.
APPT 125	RESIDENTIAL BLUEPRINT READING	No SLO record.
APPT 126	RESIDENTIAL PIPING LAY-OUT & INSTALLATION; RESIDENTIAL FIXTURES	No SLO record.
APPT 127	RESIDENTIAL PLUMBING CODE	No SLO record.
APPT 128	RESIDENTIAL GAS INSTALLATIONS;SERVICE WORK	No SLO record.
APPT 129	SPECIAL TOPICS	No SLO record.
APPT 130	REVIEW & TURNOUT	No SLO record.
APPT 131	P-101 BASIC PLUMBING SKILLS	
APPT 132	P-102 APPLIED & RELATED THEORY	
APPT 133	P-201 BEGINNING DRAWING & DESIGN	

APPT 134A	P-202A RIGGING; LAY-OUT	
APPT 134B	INDUSTRIAL SAFETY	
APPT 135A	P-301A PLUMBING FIXTURES	
APPT 135B	P-301B PLUMBING CODES	
APPT 136	P-302 ADVANCED TRADE MATH FOR PLUMBERS	
APPT 137A	P 401A WATER SYSTEMS	No SLO record.
APPT 137B	P-401B APPLIED WELDING	
APPT 138	P 402 ADVANCED DRAWING & BLUEPRINT READING	No SLO record.
APPT 139A	INDUSTRIAL INSTALLATIONS	No SLO record.
APPT 139B	MEDICAL GAS INSTALLATIONS	
APPT 141	SF 101 BASIC STEAMFITTING SKILLS	No SLO record.
APPT 142	SF-102 RELATED MATH, DRAWING & RIGGING	No SLO record.
APPT 143	SF 201 STEAMFITTER CUTTING & WELDING	No SLO record.
APPT 144A	SF 202A SCIENCE; ELECTRICITY & AIR CONDITIONING	No SLO record.
APPT 145	SF 301 ADVANCED TRADE MATH FOR STEAMFITTERS	No SLO record.
APPT 146	SF 302 STEAM TECHNOLOGY	No SLO record.
APPT 147A	SF 401A HYDRONIC SYSTEMS	No SLO record.
APPT 147B	SF 401B INDUSTRIAL RIGGING	No SLO record.
APPT 148	SF 402 ADVANCED DRAWING & BLUEPRINT READING	No SLO record.
APPT 151	RF 101 BASIC REFRIGERATION SERVICE SKILLS	No SLO record.
APPT 152	RF 102 BASIC ELECTRICITY & REFRIGERATION	No SLO record.
APPT 153	RF 201 MECHANICAL SYSTEMS	No SLO record.
APPT 154	RF 202 ELECTRIC CONTROLS FUNDAMENTALS	No SLO record.
APPT 155	RF 301 ADVANCED ELECTRIC CONTROLS	No SLO record.
APPT 156	RF 302 HVAC PNEUMATIC & ELECTRONIC CONTROL SYSTEMS	No SLO record.
APPT 157	RF 401 INDUSTRIAL REFRIGERATION & AIR-CONDITIONING SERVICE	No SLO record.
APPT 158	RF 402 ADVANCED REFRIGERATION & CHILLERS	No SLO record.
APPT 159	RF 501 START, TEST & BALANCE; HVAC SYSTEMS	No SLO record.
APPT 161	SAFETY/TOOLS/HERITAGE/SERVICE	No SLO record.
APPT 162	MATHEMATICS/SCIENCE FOR THE PLUMBING TRADE	No SLO record.
APPT 163	CODE/WATER SUPPLY SYSTEMS	No SLO record.
APPT 164	DRAWING I FOR THE PLUMBING TRADE	No SLO record.
APPT 165	DRAWING II FOR THE PLUMBING TRADE	No SLO record.
APPT 166	WELDING/OXY-ACETYLENE TRAINING	No SLO record.
APPT 167	STEAM SYSTEMS/RIGGING/PIPE FITTING & SERVICE	No SLO record.
APPT 168	MEDICAL GAS/HYDRONICS	No SLO record.
APPT 169	ADVANCED DRAWING/LAYOUT FOR THE PLUMBING TRADES	No SLO record.
APPT 170	CODE II/JUNIOR MECHANICS REVIEW & EXAM	No SLO record.
APPT 171	BASIC REFRIGERATION/HERITAGE/CFC	No SLO record.
APPT 172	REFRIGERATION SCIENCE	No SLO record.
APPT 173	BASIC ELECTRICITY FOR THE HVAC SERVICE TRADE	No SLO record.
APPT 174	ADVANCED ELECTRICITY/PNEUMATIC DDC INTRODUCTION	No SLO record.
APPT 175	CONTROLS I/ELECTRO PNEUMATICS	No SLO record.
APPT 176	CONTROLS II/ADVANCED PNEUMATICS CALIBRATION/HYDRONICS	No SLO record.
APPT 177	START, TEST & BALANCE I	No SLO record.
APPT 178	START, TEST & BALANCE II	No SLO record.
APPT 179	CHILLERS/SPECIAL SYSTEMS/HVACR STAR REVIEW	No SLO record.
APPT 180	HVACR STAR REVIEW & EXIT EXAM	No SLO record.
APPT 181	STEAM FITTING & RIGGING GENERAL COURSE	No SLO record.

18 of 47 Course IDs for *APRT* in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
APRT 106A	SHEET METAL CONTROL SYSTEMS (FIFTH YEAR SERVICE)	
APRT 106B	ENERGY MANAGEMENT & CUSTOMER SERVICE (FIFTH YEAR SERVICE)	
APRT 107A	ADVANCED SHEET METAL SERVICE I	
APRT 107B	ADVANCED SHEET METAL SERVICE II	
APRT 111	COMPUTER LITERACY FOR TRADE APPRENTICES	
APRT 140A	ELECTRICAL BASICS FOR RESIDENTIAL HVAC SERVICE I	No SLO record.
APRT 140B	REFRIGERATION BASICS FOR RESIDENTIAL HVAC SERVICE	No SLO record.
APRT 141A	COMPONENTS OF RESIDENTIAL HVAC SERVICE	No SLO record.
APRT 141B	TROUBLESHOOTING DIAGNOSIS & REPAIR FOR RESIDENTIAL HVAC SERVICE	No SLO record.
APRT 143A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS (FIRST YEAR)	
APRT 143B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT SYSTEMS (FIRST YEAR)	
APRT 144A	INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES I	
APRT 144B	INTRODUCTION TO MARINE SHEET METAL TRAINING FOR APPRENTICES II	
APRT 145	UNIFORM MECHANICAL CODE	No SLO record.
APRT 146	BASIC SERVICE SUPERVISION & JOB MANAGEMENT; ENVIRONMENTAL SAFETY FOR SHEET METAL APPRENTICES	No SLO record.
APRT 149A	ELECTRICAL SYSTEMS OPERATION, CONTROLS & DEVICES (TAB-2)	
APRT 149B	HVAC TESTING & BALANCING PROCEDURES (TAB-2)	
APRT 150A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS (TAB-3)	
APRT 150B	SYSTEMS INSTALLATION & TROUBLESHOOTING (TAB-3)	
APRT 151A	INTERMEDIATE MARINE SHEET METAL TRAINING FOR APPRENTICES I	
APRT 153A	CONTROL SYSTEMS & CUSTOMER SERVICE I (TAB-4)	
APRT 153B	CONTROL SYSTEMS & CUSTOMER SERVICE II (TAB-4)	
APRT 154A	PROJECT MANAGEMENT FOR THE TEST & AIR BALANCE INDUSTRY (TAB-5)	
APRT 154B	HAZARDOUS MATERIAL RECOGNITION FOR THE TEST & AIR BALANCE INDUSTRY (TAB-5)	
APRT 155A	SAFETY & TOOLS FOR SHEET METAL SIDING & DECKING APPRENTICES	No SLO record.
APRT 155B	BLUEPRINT READING FOR SHEET METAL SIDING & DECKING APPRENTICES	No SLO record.
APRT 156A	WELDING FOR SHEET METAL SIDING & DECKING APPRENTICES	No SLO record.
APRT 156B	MEASURING, DRAWING & LIFTING DEVICES FOR SHEET METAL SIDING & DECKING APPRENTICES	No SLO record.
APRT 162	IBEW/NECA HISTORY FOR SOUND & COMMUNICATION	No SLO record.
APRT 163	TRADE MATH & COMMUNICATION ELECTRONICS FOR SOUND & COMMUNICATION	No SLO record.
APRT 164	INSTALLING, TERMINATING, TESTING DATA & TELEPHONE SYSTEMS FOR SOUND & COMMUNICATION	No SLO record.
APRT 170	INTRODUCTION TO THE ELEVATOR CONSTRUCTOR PROGRAM	No SLO record.
APRT 171	PIT STRUCTURES; GUIDE RAILS; OVERHEAD INSTALLATION; ROPING & RE-ROPE	No SLO record.
APRT 172	BASIC ELECTRICITY; ELECTRICAL CIRCUITS; ELECTROMAGNETISM	No SLO record.
APRT 173	ADVANCED ELECTRICITY; VOLTAGE, CURRENT & RESISTANCE; DC GENERATORS & MOTORS	No SLO record.
APRT 174	INDUSTRY ELEVATOR CONSTRUCTION TRAINING; CONSTRUCTION WIRING; DOORS & OPERATORS	No SLO record.

APRT 175	HYDRAULICS FOR ELEVATOR CONSTRUCTORS; ESCALATORS & MOVING WALKS	No SLO record.
APRT 176	CIRCUIT TRACING; BASIC ELEVATOR SOLID STATE ELECTRONICS	No SLO record.
APRT 177	BASIC ELEVATOR SOLID STATE ELECTRONICS II	No SLO record.
APRT 189	PRECAST CONCRETE BUILDINGS	No SLO record.
APRT 193	TYPES & USES OF PIPE JOINTS	No SLO record.
APRT 194	BUILDING PLUMBING TREES	No SLO record.
APRT 195A	INTERMEDIATE TRADE MATHEMATICS FOR PLUMBING RESIDENTIAL SPECIALISTS	No SLO record.
APRT 196A	INTERMEDIATE BLUEPRINT READING & ISOMETRIC DRAWING FOR PLUMBING RESIDENTIAL SPECIALISTS	No SLO record.
APRT 197A	INTERMEDIATE PLUMBING FIXTURES & APPLIANCES	No SLO record.
APRT 198	RESIDENTIAL PLUMBING SERVICE & REPAIR	No SLO record.
APRT 199	RESIDENTIAL MECHANICAL SERVICE & REPAIR	No SLO record.

8 of 6 Course IDs for *APSC* in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
APSC 111	JOB INFORMATION, SAFETY, TEST INSTRUMENTS, STRUCTURED CABLING, FIBER OPTICS & BLUEPRINT READING	
APSC 112	DC THEORY, CODES & PRACTICES, BOXES, CONNECTORS & RACEWAYS	
APSC 121	AC THEORY, POWER QUALITY, FIRE ALARM SYSTEMS & GROUNDING	
APSC 122	SECURITY, ACCESS CONTROL, TELEPHONY & PAGING SYSTEMS	
APSC 131	SEMICONDUCTORS, NURSE CALL, AUDIO VISUAL SYSTEMS	
APSC 132	CCTV SYSTEMS, FIRE/LIFE SAFETY & VOICE DATA VIDEO (VDV) STATE CERTIFICATION PREP	

36 of 37 Course IDs for *APSM* in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
APSM 101	SMQ-1 TRADE INTRODUCTION	
APSM 102	SMQ-2 CERTIFIED SAFETY & BEGINNING TRADE MATH	
APSM 103	SMQ-3 SHEET METAL TOOLS & SHOP	
APSM 104	SMQ-4 SOLDERING & COMMON SEAMS	
APSM 105	SMQ-5 DRAFTING INTRODUCTION & VIEWS	
APSM 106	SMQ-6 BEGINNING DUCT FITTINGS	
APSM 107	SMQ-7 PARALLEL LINE FITTINGS	
APSM 108	SMQ-8 TRIANGULATION FITTINGS	
APSM 109	SMQ-9 RADIAL LINE LAYOUT & OGEE OFFSETS	
APSM 110	SMQ-10 BASICS OF ARCHITECTURAL SHEET METAL	
APSM 111	SMQ-11 ARCHITECTURAL SHEET METAL	
APSM 112	SMQ-12 FIELD INSTALLATION	
APSM 113	SMQ-13 WELDING 1: PROCESS & SAFETY OVERVIEW	
APSM 114	SMQ-14 WELDING 2: GMAW	
APSM 115	SMQ-15 WELDING 3: GMAW	

APSM 116	SMQ-16 PLANS & SPECIFICATIONS	
APSM 117	SMQ-17 SUBMITTALS & SHOP DRAWINGS	
APSM 118	SMQ-18 INDUSTRIAL & STAINLESS STEEL INTRODUCTION	
APSM 119	SMQ-19 HVAC AIR SYSTEMS & DUCT DESIGN	
APSM 120	SMQ-20 MEASURING & SKETCHING	
APSM 121	SMQ-21 FABRICATION & SHORTCUTS	
APSM 122	SMQ-22 CODES & STANDARDS	
APSM 123	SMQ-23 RESIDENTIAL SHEET METAL	
APSM 124	SMQ-24 METAL ROOFING	
APSM 125	SMQ-25 DETAILING	
APSM 126	SMQ-26 FOREMAN TRAINING	
APSM 127	SMQ-27 BASIC AUTOCAD	
APSM 128	HVAC ENERGY CONSERVATION & ENVIRONMENTAL TECHNOLOGY	No SLO record.
APSM 130	SMQ-30 ADVANCED WELDING	
APSM 131	SMQ-31 CAD DETAILING (BEGINNING CAD DUCT)	
APSM 132	SMQ-32 INTERMEDIATE CAD DETAILING	
APSM 133	SMQ-33 ADVANCED ARCHITECTURAL	
APSM 134	SMQ-34 ADVANCED LAYOUT FABRICATION	
APSM 135	SMQ-35 PROJECT MANAGEMENT, TAKEOFFS & ESTIMATES	
APSM 136	SMQ-36 SERVICE BASICS	
APSM 137	SMQ-37 FINAL HVAC PROJECT	
APSM 138	SMQ-38 FINAL ARCHITECTURAL, INDUSTRIAL, ORNAMENTAL PROJECT	

86 of 78 Course IDs for ART in the Fine Arts and Communication Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
ART 1	INTRODUCTION TO ART	
ART 2A	HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	
ART 2AH	HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY	
ART 2B	HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	
ART 2BH	HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE	
ART 2C	HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM	
ART 2CH	HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM	
ART 2D	AFRICAN, OCEANIC & NATIVE AMERICAN ART	
ART 2E	A HISTORY OF WOMEN IN ART	
ART 3	MODERN ART & CONTEMPORARY THOUGHT	
ART 4A	DRAWING I	
	<p><b>Finding</b> We used Midterm or Final Class Critiques as assessment tools. We asked the students to identify areas in the drawing which showed symmetry and asymmetry. A majority of students were able to identify the symmetrical simple objects in the still life drawing. The objects were drawn correctly. The students used a plumbline to aid in the sketching of all objects.</p> <p><b>Content</b> I will not make any changes. I give grades for preliminary composition studies. I specifically ask the students to draw the symmetry and plumbines for each object. I also have students draw asymmetrical composition studies.</p>	

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

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

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

**Current SLO** Slo 1, 2, 3

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

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

### *Second Reflection set*

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

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

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

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

**Evaluation** 1. Objectives or rubric  
2. Self Written Critiques

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

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

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

### *Third Reflection set*

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

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

**Method** 1. Discuss critique questions  
a. How did I use composition in my drawing?  
b. How did I use value in my drawing?  
c. What is working in my drawing?



- d. How can I improve in my drawing?
- e. What makes my drawing creative?

**Assignment** Midterm Oral Class Critique

- Evaluation** 1. Critique  
2. Objectives

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

**Assessment.** This SLO comes directly from our course outline.

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

ART 4AS	DRAWING I	
ART 4AT	DRAWING I	No SLO record.
ART 4B	DRAWING II	
ART 4BS	DRAWING II	
ART 4BT	DRAWING II	
ART 4C	DRAWING III	
ART 4CS	DRAWING III	No SLO record.
ART 4CT	DRAWING III	No SLO record.
ART 4D	FIGURE DRAWING	

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

**Content** Develop more contemporary drawing content in this class.

**Method** The present teaching methods for this class match the learning objectives.

**Assignment** The present assignments for this class match the learning objectives.

**Evaluation** This course uses class critiques over quizzes. Portfolio reviews and self reflection papers may be a better way to evaluate student learning.

**Current SLO** TECHNICAL APPLICATION

Students shall be able to reproduce the human form using drawing media including some of the following: charcoal, pencil, ink, or other drawing media. Students shall be able quickly and accurately sketch the human form in action, movement, or in preliminary planning. Students shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length.

#### KNOWLEDGE (CRITICAL THINKING)

Students shall be able to recall the anatomy of the human figure concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a figure drawing. Students shall be able to construct a figure drawing that demonstrates the three-dimensional structure on a two dimensional surface. Students illustrate the figures weight and mass drawing the cross contour of the form.

**Assessment.** The current SLO matches the content of the class. The class instructs students how to use both technical and critical thinking skills.

**Other** This was a positive experience.

**Resource** 1. More funds for models. We need more course offerings of this class on the main Foothill College campus. This class is a year foundation class in most colleges and universities in this country. We need to better prepare our students for transfer.

2. We need another skeleton for the Foothill College Campus. There is only one skeleton on the Middlefield campus.

**Comments** A scholarship fund for talented figure drawing students.

#### Second Reflection set

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

**Content** Develop more contemporary drawing content in this class.



**Method** The present teaching methods for this class match the learning objectives.

**Assignment** The present assignments for this class match the learning objectives.

**Evaluation** Portfolio reviews, class critiques, and self reflection papers are better ways to evaluate figure drawings.

#### Current SLO TECHNICAL APPLICATION

Students shall be able to reproduce the human form using drawing media including some of the following: charcoal, pencil, ink, or other drawing media. Students shall be able quickly and accurately sketch the human form in action, movement, or in preliminary planning. Students shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length.

#### KNOWLEDGE (CRITICAL THINKING)

Students shall be able to recall the anatomy of the human figure concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a figure drawing. Students shall be able to construct a figure drawing that demonstrates the three-dimensional structure on a two dimensional surface. Students illustrate the figures weight and mass drawing the cross contour of the form.

**Assessment.** The current SLO matches the content of the class. The class instructs students how to use both technical and critical thinking skills.

**Other** This was a positive experience.

**Resource** 1. More funds for models. We need more course offerings of this class on the main Foothill College campus. This class is a year foundation class in most colleges and universities in this country. We need to better prepare our students for transfer.

2. A skeleton for the Foothill College Campus.

**Comments** A scholarship fund for talented figure drawing students.

#### ART 4DS FIGURE DRAWING

**Finding** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Content** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Method** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Assignment** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Evaluation** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Current SLO** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Assessment.** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Other** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class..

**Resource** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Comments** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

#### *Second Reflection set*

**Finding** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Content** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Method** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Assignment** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Evaluation** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Current SLO** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Assessment.** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Other** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Resource** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

**Comments** Please see reflections answers from the ART4D course. Art 4DS is the first half of the Art4D class.

#### ART 4DT FIGURE DRAWING

**Finding** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Content** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Method** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Assignment** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Evaluation** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Current SLO** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Assessment.** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Other** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Resource** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

**Comments** Please see reflections answers from the ART4D course. Art 4DT is the second half of the Art4D class.

#### ART 4E PORTRAIT DRAWING

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

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

**Method** The present teaching methods for this class match the learning objectives.

**Assignment** The present assignments for this class match the learning objectives.

**Evaluation** Portfolio reviews, class critiques, and self reflection papers are better ways to evaluate figure drawings.

#### **Current SLO** TECHNICAL APPLICATION

Students shall be able to reproduce the human head using drawing media including some of the following: charcoal, pastel, or other drawing media.. Students shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length.

#### KNOWLEDGE (CRITICAL THINKING)

Students shall be able to recall the anatomy of the human head concentrating on the skeleton and the major muscles and muscle systems and apply this knowledge to a head drawing.

**Assessment.** The current SLO matches the content of the class. The class instructs students how to use both technical and critical thinking skills.

**Other** This was a positive experience.

**Resource** 1. More funds for models. We need more course offerings of this class on the main Foothill College campus. This class is a year foundation class in most colleges and universities in this country. We need to better prepare our students for transfer.

**Comments** A scholarship fund for talented portait drawing students.

#### ART 4ES PORTRAIT DRAWING

**Finding** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Content** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Method** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Assignment** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Evaluation** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Current SLO** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Assessment.** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Other** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Resource** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

**Comments** Please see reflections answers from the ART4E course. Art 4ES is the first half of the Art4E class.

#### *Second Reflection set*

**Finding** Thie exercsie helped me to improve the course outline.

**Assignment** no changes

**Other** no changes

#### ART 4ET PORTRAIT DRAWING

**Finding** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Content** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Method** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Assignment** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Evaluation** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Current SLO** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Assessment.** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Other** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Resource** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Comments** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

#### *Second Reflection set*

**Finding** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Content** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Method** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Assignment** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Evaluation** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Current SLO** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Assessment.** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Other** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Resource** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

**Comments** Please see reflections answers from the ART4E course. Art 4ET is the second half of the Art4E class.

#### ART 4F LANDSCAPE DRAWING

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

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

**Method** The present teaching methods for this class match the learning objectives

**Assignment** The present assignments for this class match the learning objectives.

**Evaluation** Portfolio reviews, class critiques, and self reflection papers are better ways to evaluate landscape drawings.

#### Current SLO TECHNICAL APPLICATION

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

#### KNOWLEDGE (CRITICAL THINKING)

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

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

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

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

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

#### *Second Reflection set*

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

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

**Method** The present teaching methods for this class match the learning objectives

**Assignment** The present assignments for this class match the learning objectives.

**Evaluation** Portfolio reviews, class critiques, and self reflection papers are better ways to evaluate landscape drawings.

#### Current SLO TECHNICAL APPLICATION

Students shall be able to reproduce landscape subjects by using drawing media including some of the following: charcoal, pencil, ink, or other drawing media. Students shall be able quickly and accurately sketch landscapes in the preliminary planning steps. Students

shall be able to detect and measure proportions by hand-eye coordination and pencil and arm length. Students shall be able to isolate space by using a viewfinder or measuring tool.

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

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

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

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

ART 5A	BASIC TWO-DIMENSIONAL DESIGN	
ART 5AS	BASIC TWO-DIMENSIONAL DESIGN	No SLO record.
ART 5AT	BASIC TWO-DIMENSIONAL DESIGN	No SLO record.
ART 5B	THREE-DIMENSIONAL DESIGN	
ART 5L	DESIGN LABORATORY	No SLO record.
ART 6	COLLAGE & COMPOSITION	
ART 8	BASIC PERSPECTIVE DRAWING	
ART 9	TRADITIONAL ART MATERIALS	
ART 12	INTRODUCTION TO ASIAN ART	
ART 13	INTRODUCTION TO ISLAMIC ART	
ART 14	AMERICAN ART	
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	
ART 44	CERAMIC SCULPTURE	
ART 44L	CERAMICS LABORATORY	
ART 45A	BEGINNING CERAMICS HANDBUILDING	
ART 45AL	CERAMICS LABORATORY	
ART 45B	BEGINNING CERAMICS POTTER'S WHEEL	

**Finding** Throughout this past year teaching Art 45B beginning potters wheel, it has become clear that students achieve basic knowledge of the potters' wheel in a variety of ways. Many students witness the demonstration in class and immediately implement the demonstrated hand positions, and can easily be verbally coached through the throwing steps. Others cannot be verbally coached or repeat the hand or tool positions demonstrated, and deeply rely on the instructor to physically place their hands in the correct positions for muscle memory success.

**Content** none

**Method** Demonstrations that incorporate both verbal and physical interaction with the students will help these different types of learners progress at a similar pace.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

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.

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 none

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 demonstrate increased visual awareness in their own work. As the term progresses and their technical skills increase, their self-diagnosis of finished projects gradually increases.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource no

Comments no

ART 45BL	CERAMICS LABORATORY
ART 45C	ADVANCED CERAMICS
ART 45CL	CERAMICS LABORATORY

ART 45F	LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES	
ART 45FL	CERAMICS LABORATORY	
ART 45L	CERAMICS LABORATORY	
ART 45LX	CERAMICS LABORATORY	
ART 46B	POTTER'S WHEEL II	No SLO record.
ART 47	WATERCOLOR	
	<i>Finding</i> Students were able to identify and use standard watercolor paper, brushes and colors mix watercolors and create color washes	
	<i>Content</i> none	
	<i>Method</i> none	
	<i>Assignment</i> none	
	<i>Evaluation</i> hand in painted text samples	
	<i>Current SLO</i> none	
	<i>Assessment.</i> It is working at this time	
	<i>Other</i> None	
	<i>Resource</i> none	
	<i>Comments</i> no	
	<i>Second Reflection set</i>	
	<i>Finding</i> Students in the class were easily able to identify most watercolor materials and use them to create studies for final paintings	
	<i>Content</i> none	
	<i>Method</i> none	
	<i>Assignment</i> none	
	<i>Evaluation</i> none	
	<i>Current SLO</i> none	
	<i>Assessment.</i> It is working as designed	
	<i>Other</i> none	
	<i>Resource</i> projection equipment	
	<i>Comments</i> no	
	<i>Third Reflection set</i>	
	<i>Finding</i> Students could identify and use washes, glazes and dry brush methods to create watercolor studies	
	<i>Content</i> none	
	<i>Method</i> none	
	<i>Assignment</i> none	
	<i>Evaluation</i> none	
	<i>Current SLO</i> none	
	<i>Assessment.</i> none	
	<i>Other</i> none	
	<i>Resource</i> none	
	<i>Comments</i> no	
	<i>Forth Reflection set</i>	
	<i>Finding</i> Some students lack basic design training. They need to be encouraged to take a 2d design course. It is not a prerequisite.	
	<i>Content</i> Encourage 2D design as a recommended requiriement	
	<i>Method</i> Add some basic 2D design to the lectures and demonstrations	
	<i>Assignment</i> none	
	<i>Evaluation</i> none	
	<i>Current SLO</i> none	
	<i>Assessment.</i> none	
	<i>Other</i> none	
	<i>Resource</i> none	



Comments none

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

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

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

**Method** The class is taught online and on campus. This class is a lecture class. The instructor needs to have experience and knowledge of studio art professional practice.

**Assignment** The present assignments for this class match the learning objectives. Students learn to create a studio art portfolio.

**Evaluation** This course does not use quizzes or exams. The majority of this class uses papers and artistic self reflections.

**Current SLO** TECHNICAL APPLICATION

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

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

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

**Other** This has been a positive experience.

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

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

### *Second Reflection set*

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

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

**Method** The class is taught online and on campus. This class is a lecture class. The instructor needs to have experience and knowledge of studio art professional practice.

**Assignment** The present assignments for this class match the learning objectives. Students learn to create a studio art portfolio.

**Evaluation** This class does not have quizzes or rxames. Artistic self reflections and portfolio reviews are the main way to evaluate student learning.

**Current SLO** TECHNICAL APPLICATION

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

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

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

**Other** This was a positive exercise.

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

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

ART 80 MURAL MAKING: COMMUNITY ART PROJECT  
 ART 83 SERVICE LEARNING PROJECTS  
 ART 86 PAINTING WITH THE COMPUTER

**Finding** Most students were able to identify and use painting software, stylus and tablets for creating digital paintings.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

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

No SLO record.

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

2009-2010

Course ID	Title	Reflections
ASTR 10A	GENERAL ASTRONOMY: SOLAR SYSTEM	
ASTR 10B	GENERAL ASTRONOMY: STAR, GALAXIES, COSMOLOGY	
	<p><b>Finding</b> I administered a pre-test and post-test and on the questions relating to scale, I had several surprises. Students seem to know more on the pretest than I had expected, which shows that they come into an astronomy course with greater knowledge of basic astronomy than I thought. And while there were significant increases in their knowledge, on one question, using vocabulary from extra-galactic astronomy, the increase was only from 6% right to 37% right, which showed that this particular vocabulary word was not sufficiently well covered in the class I taught. Overall, however, the post-test results did show good gains in understanding.</p> <p><b>Content</b> I will make more of an effort to gauge the current understanding of the students.</p> <p><b>Method</b> I look forward to using clickers in the new classroom, where I will ultimately be able to do instant surveys of student understanding.</p> <p><b>Assignment</b> None</p> <p><b>Evaluation</b> None</p> <p><b>Current SLO</b> None</p> <p><b>Assessment.</b> I want to come up with better wording for some of the questions, both to eliminate a bit of ambiguity, and also to make the one question about the large-scale order of things in the universe less dependent on one term of astronomical vocabulary.</p> <p><b>Other</b> None</p> <p><b>Resource</b> Clickers in the classroom. I also would very much like to return to the college helping to fund a course assistant to help me with administrative tasks. No one should be asked to take over 300 students per quarter without receiving some help.</p> <p><b>Comments</b> Not at this time, your honor, but I reserve the right to return to the stand with additional evidence at a later time. :-)</p>	

*Second Reflection set*

**Finding** On the three questions relating to stars, the number of students getting them right went:  
 a. from 70% to 98%  
 b. from 35% to 74%  
 c. from 68% to 92%.

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

**Content** None

**Method** same as #1

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** see answer above

**Comments** no

ASTR 10BH	HONORS GENERAL ASTRONOMY: STARS, GALAXIES, COSMOLOGY	No SLO record.
ASTR 10L	ASTRONOMY LABORATORY	No SLO record.
ASTR 34H	HONORS INSTITUTE SEMINAR IN ASTRONOMY	No SLO record.
ASTR 36	SPECIAL PROJECTS IN ASTRONOMY	No SLO record.
ASTR 36X	SPECIAL PROJECTS IN ASTRONOMY	No SLO record.
ASTR 36Y	SPECIAL PROJECTS IN ASTRONOMY	No SLO record.

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

2009-2010

Course ID	Title	Reflections
B T 51A	PROFESSIONAL KEYBOARDING I (BEGINNING)	
B T 51B	PROFESSIONAL KEYBOARDING II (BASIC FORMATTING)	
B T 51C	PROOFREADING I	
B T 59	INTEGRATED BUSINESS COMMUNICATION	

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

2009-2010

Course ID	Title	Reflections
BIOL 1A	PRINCIPLES OF CELL BIOLOGY	

*Second Reflection set*

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

**Content** No change.

**Method** I think the methods that need to be changed are study habits. This is some very basic stuff that the students still aren't connecting after 12 weeks in class. I don't want to spoon feed them the answers to these questions - I want them to think about what they have learned and apply that to these questions.

**Assignment** I have started assigning specific questions from the Mastering Biology website that is required with the text. In the past, I have used these only as suggestions. This quarter (S10), I am using them as extra credit - both pre-lecture and post-lecture assignments have been designed for each lecture topic. Next fall, I intend on making these required homework points.

**Evaluation** No change.

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

**Assessment.** No change.

**Other** None.

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

**Comments** No.

#### *Third Reflection set*

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

**Content** No changes.

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

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

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** None.

**Comments** No.

#### *Forth Reflection set*

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

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

**Method** No change.

**Assignment** No change.

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

**Current SLO** No change.

**Assessment.** No change.

**Other** None.

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

**Comments** No.

## BIOL 1B FORM &amp; FUNCTION IN PLANTS &amp; ANIMALS

**Finding** The last two questions on the final exam specifically addressed this SLO. Only 60% of the students answered the first question correctly. 84% of the students answered the second question correctly.

**Content** None

**Method** None

**Assignment** The high % of incorrect answers to the first question seems to be because students did not sufficiently understand the role of the cell wall in allowing plants to have cell turgor pressure, and the inability of animal cells to have positive internal pressure. I will need to present this more explicitly during class.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

*Second Reflection set*

**Finding** Students did an excellent job on their presentations (92% average). They improved dramatically from the written report introductions to the complete reports (77% average on the former; 89% on the latter).

**Content** None.

**Method** None.

**Assignment** Many students scored poorly on their report introductions because they did not properly use and cite sources. I may design a small assignment or activity focused on this topic.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No.

**Comments** No.

## BIOL 1C EVOLUTION, SYSTEMATICS &amp; ECOLOGY

*Second Reflection set*

**Finding** Students cultured antibiotic resistant bacteria in environments with and without antibiotics, and then assessed whether cultures evolved with respect to resistance. Students score well on the assignment. Most of them are able to explain which culture tubes did and did not evolve, and to explain the selective pressures associated with different culture conditions.

**Content** No changes.

**Method** No changes.

**Assignment** Adding questions about the use of the control plates. Not all of the students understood how to use these plates in describing data trends.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** Not at this time.

**Comments** No.

*Third Reflection set*

**Finding** Students were able to demonstrate a measurable improvement in their knowledge and recognition of organismal diversity and its organization as illustrated by surveys at the start and end of the quarter; as indicated by a doubling in recognition of animal and plant phyla. Students were also able to demonstrate an understanding of the evolutionary relationships at the family level of the taxonomic hierarchy between collections as demonstrated in their phylogenetic tree constructions.

**Content** No changes.

**Method** No changes.

**Assignment** We would have the students make the final phylogenetic tree as a homework assignment instead of during a lab period so that they are not so rushed and this would also provide more time for discussion of tree construction during the lab period when the projects are presented. More direction could be included regarding the level of identification. More direction could be included in directing the final presentation.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** The current assignment is good, but we could include points for timely set-up of the collections during lab time.

**Other** Students were sometimes challenged in their ability to identify their collections to an adequate taxonomic level. There was a lot of variation in the effort students put in in identification.

**Resource** We need to build up a library of field guides to assist students in their identification and make better use of what is currently available in the campus library.

**Comments** Students overall enjoyed the project.

BIOL 1D MOLECULAR GENETICS

BIOL 8 BASIC NUTRITION

**Finding** Most of the students were able to discriminate label nutrients that should be emphasized versus those that should be limited. A significant number of students, though, were unable to perform basic calculations to determine the % Daily Value for anything other than a 2000 kcal diet.

**Content** No changes planned

**Method** Plan to incorporate additional examples

**Assignment** Will ask the students to calculate the %DV for a food they actually consumed during the week of their food diary, using their own caloric intake. I.e. plan to personalize the calculation for the individual student.

**Evaluation** No changes planned

**Current SLO** No changes planned

**Assessment.** No changes planned

**Other** None

**Resource** No additional resources needed

BIOL 9 ENVIRONMENTAL BIOLOGY

**Finding** Generally this is well exemplified in their projects. Student presentations/posters illustrate the local issues and put them in a global context. I think the evidence that this SLO is being met is more anecdotal in that the audience (students) are stimulated to ask questions following other student's presentations.

**Content** None

**Method** N/A

**Assignment** I think I need to tighten up the assignment so that it gets away from "reporting" and more towards advocacy. I would like to students to produce a final product that could be used outside of the classroom to convey a message. Right now about 60% of the students do not quite get this part of the assignment.

**Evaluation** N/A

**Current SLO** N/A

**Assessment.** Put more emphasis on the advocacy part of the assignment and the valuation of it in the grading.

**Other** N/A

**Resource** N/A

**Comments** N/A

*Second Reflection set*

**Finding** exam questions in both the midterm and final were well answered. Probably the biggest problem is in understanding subtleties in the different but related disruptions of the biogeochemical cycles. Overall students do understand energy flows and matter cycles

**Content** N/A

**Method** N/A

**Assignment** Maybe have them research prior to class disruptions of the different cycles.

**Evaluation** Reword exam questions so that they cannot get by with generalities of disruptions: for example when asked to discuss the human disruptions of the carbon cycle and the nitrogen cycle, students often cite logging and deforestation but do not explain how the cycles are disrupted - a better worded question would probably elicit those differences.

**Current SLO** N/A

**Assessment.** N/A

**Other** N/A

**Resource** N/A

**Comments** n?a

### *Third Reflection set*

**Finding** This works really really well. Students really understand their personal impact and most students are able to decrease their impact scores by the end of the quarter by implementing simple changes in their lives.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** The publisher of the online calculators is asking for schools who use their calculators to pay. It would be nice to do this.

**Comments** no

BIOL 9L	ENVIRONMENTAL BIOLOGY LABORATORY
BIOL 10	GENERAL BIOLOGY: BASIC PRINCIPLES
BIOL 12	HUMAN GENETICS
BIOL 13	MARINE BIOLOGY
BIOL 14	HUMAN BIOLOGY

**Finding** Most of the students are able to accurately interpret the experiments in the article and articulate the conclusions of the research. I would say that about half of the students still have some difficulty discerning between the independent, dependent and controlled variables.

**Content** I will try to integrate more examples in class of the process prior to the exam.

**Method** No changes

**Assignment** I will provide one extra homework assignment that asks them to practice the process prior to having it on an exam.

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** No changes

**Resource** No.

**Comments** No.

### *Second Reflection set*

**Finding** Approximately 1/4 of the students could accurately and completely recognize unity and diversity at the molecular level. Approx. 1/2 of the students were somewhat able to complete the task. Overall, students have a hard time tying together evolutionary processes and how this is exemplified by similarities and differences in traits of organisms.



**Content** Be as explicit as possible with examples of how they illustrate evolution

**Method** Not much change, just keep emphasizing critical thinking techniques and skills.

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** I will probably move this to the end of the course, change it to a short paper assignment that asks them to summarize evidence at every level of the hierarchy discussed in class.

**Other** no change

**Resource** No additional resources will be necessary

**Comments** No

#### BIOL 15 CALIFORNIA ECOLOGY/NATURAL HISTORY

**Finding** Students overall did an excellent job of making field observations in their notebooks though there were some common deficiencies particularly in the summary and reflection aspects of the assignment

**Content** None

**Method** Two things: provide a "good" example of a field notebook (a 2009 student has agreed to let me copy his notebook) and spend part of a lab or lecture specifically and explicitly instructing the entire class on how to keep the notebook in a hands on activity (instead of just hoping that they are listening when I read it aloud to them).

**Assignment** I may have them write periodic reflections separately based upon their field observations.

**Evaluation** No

**Current SLO** No changes

**Assessment.** Break out the various parts of the assessment into specific point values instead of blanket points for each entry.

**Other** None

**Resource** No

**Comments** No

#### *Second Reflection set*

**Finding** Overall the students did an excellent job with this assignment illustrating that they were able to apply their lessons to summarize a community. Probably the biggest problem for the students was not explicitly understanding and explaining the idea that the same communities are found outside of the places we visited.

**Content** None

**Method** I will make sure to more explicitly provide information and background to the students about sites that indicates that they are representative of communities rather than being the only example of those communities.

**Assignment** None

**Evaluation** None

**Current SLO** No changes

**Assessment.** No changes

**Other** none

**Resource** - maybe a better book- there are limits to the availability of texts that are brief and clear on Ecology and ecological principles - over time, I will probably try to write background papers for the students.

**Comments** NO

#### BIOL 17 BIOTECHNOLOGY & SOCIETY

#### BIOL 34H HONORS INSTITUTE SEMINAR IN BIOLOGY

#### BIOL 40A HUMAN ANATOMY & PHYSIOLOGY I

**Finding** Most students were able to understand how each system contributed to homeostasis. However, students understanding of the integumentary system's contribution to homeostasis was less robust than for the skeletal system.

**Content** none

**Method** I feel we need more as well as better slides to demonstrate histology in general and the structure of the skin in particular. Our slides are old, worn out, broken and generally need replacement. Better slides would make it easier to address the issue of the skins contribution to homeostasis.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** We need to replace and update our histology slides.

### *Second Reflection set*

**Finding** This is a difficult concept to teach and understand and students had more difficulty with this SLO than with the previous outcome. But, again, this could be addressed if we improved our slide material and used better models.

**Content** None

**Method** Better slides are needed, more microscopes are needed (to improve the student/microscope ratio) and other models are needed as well. Identifying the importance of structure and function requires good "model systems", like histology slides or models to better demonstrate the relationship between the two ideas. Without these "model systems" it is very difficult to illustrate in a meaningful way to students the relationship between structure and function.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Histology slides, models and microscopes

**Comments** None

## BIOL 40B HUMAN ANATOMY & PHYSIOLOGY II

**Finding** A question to address this SLO was on a lecture exam. The students would benefit from more time to process the large amount of information covered. This year no open lab was available due funding problems to reinforce information in both lab and lecture. This question integrates information in both lab and lecture.

BIOLOGY 40B W10(MM):

This SLO was tested with a single multiple choice question. The questions reads: All organ systems of the body contribute to homeostasis in some way. Of the following, which are mechanism that are not part of the way in which the circulatory system contributes to homeostasis?

A.transport of heat

B.transport of antibodies for protection against disease

C.buffer (regulate) pH

D.protects against fluid loss

E.all of these are mechanisms of the circulatory system that help maintain homeostasis of the body

The correct answer was E:all of these are mechanisms of the circulatory system that help maintain homeostasis of the body. Of a total of 139 students that were tested 29% (41 students) got the question wrong. This seems like a relatively high error rate and should be addressed in the class by changes in my teachings methods and assignments.

**Content** No changes.

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

**Method** 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.

**Assignment** 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.

**Evaluation** No changes.

**Current SLO** The current SLO #1 will remain the same.

SLO #1 -The student can identify how the nervous system and cardiovascular system contributes to homeostasis.

**Assessment.** The assessment for the SLO will remain the same.

Embedded question on an exam.

**Other** No changes.

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

**Comments** No.

#### *Second Reflection set*

**Finding** A question to address this SLO was on a lecture exam.

The students would benefit from more time to process the large amount of information covered. This year no open lab was available due funding problems to reinforce information in both lab and lecture. This question integrates information in both lab and lecture.

**Content** No changes.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

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

**Comments** No.

#### BIOL 40C HUMAN ANATOMY & PHYSIOLOGY III

**Finding** Thirteen lecture exam questions used. Questions evaluated this quarter to determine future use or modifications required.

For the Urinary System SLO (SLO #1, Urinary), I selected questions by skimming my exam and picking out question that somehow addressed the SLO. Regardless of whatever else these questions addressed, I thought they could be applied to the SLO. Some of the questions I chose were hard, with multiple correct answers. Some of the questions tested vocabulary coupled with the students' conceptual understanding of an organ system (again, hard). The class average on the exam that covered the urinary system was 74%. The average percentage of students who correctly answered the Urinary SLO questions was 38% (range: <1-66%).

For the Endocrine System SLO (SLO #1, Endocrine), I wrote new questions that directly address the SLO, in a 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.

#### BIOL 41 MICROBIOLOGY

**Finding** Students were highly aware of major strategies to prevent nosocomial infections. They were able to communicate their understanding in essay format on exams, as well as discuss them verbally in class.

**Content** No major changes needed, just important instructors to keep current with the most recent statistics regarding nosocomial infection in the United States - presenting these numbers appears to have a major impact on students

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** If you could get the CDC to compile and publish their data more quickly, that would be FABULOUS! Otherwise, no.

**Comments** Nope.

#### BIOL 45 INTRODUCTION TO HUMAN NUTRITION

**Finding** 95% of the students were able utilize food labels to make informed dietary decisions. The only concept with which students tended to have difficulty was when they had to calculate values when following diets other than for 2000 kcal.

**Content** None

**Method** More demonstration of daily values calculations for diets higher or lower than 2000 kcal.

**Assignment** More practice problems.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None needed.

**Comments** No thank you.

#### *Second Reflection set*

**Finding** 100% of students were able to answer these questions appropriately. The current teaching techniques and assignments seem to be working well.

**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	

19 of 20 Course IDs for *BTEC* in the Biological and Health Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
BTEC 10	BIOTECHNOLOGY: GENERAL PRINCIPLES	
BTEC 51A	CELL BIOLOGY FOR BIOTECHNOLOGY	
BTEC 51AL	CELL BIOLOGY LABORATORY FOR BIOTECHNOLOGY	
BTEC 52A	MOLECULAR BIOLOGY FOR BIOTECHNOLOGY	
BTEC 52AL	MOLECULAR BIOLOGY LABORATORY FOR BIOTECHNOLOGY	
BTEC 53A	IMMUNOLOGY & VIROLOGY FOR BIOTECHNOLOGY	
BTEC 53AL	IMMUNOLOGY LABORATORY FOR BIOTECHNOLOGY	
BTEC 54	BIOTECHNOLOGY EXTERNSHIP	
BTEC 60	PLANT BIOTECHNOLOGY & TISSUE CULTURE	
BTEC 61	MICROBIAL BIOTECHNOLOGY	
BTEC 64	PROTEIN ELECTROPHORETIC SYSTEMS: LABORATORY TECHNIQUE	
BTEC 65	NUCLEIC ACIDS ELECTROPHORETIC SYSTEMS: LABORATORY TECHNIQUE	
BTEC 66	HPLC: LABORATORY TECHNIQUE	
BTEC 67	IMMUNOLOGICAL ASSAYS: LABORATORY TECHNIQUE	
BTEC 68	POLYMERASE CHAIN REACTION: LABORATORY TECHNIQUE	
BTEC 69	MAMMALIAN CELL CULTURE TECHNIQUES	
BTEC 71	ADVANCED MOLECULAR BIOLOGY TECHNIQUES	
BTEC 73	HISTOTECHNOLOGY IN RESEARCH	
BTEC 75	IMMUNOBIOTECHNOLOGY	
BTEC 77	ENVIRONMENTAL BIOTECHNOLOGY	No SLO record.

32 of 29 Course IDs for *BUSI* in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
BUSI 18	BUSINESS LAW I	<p><b>Finding</b> 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.</p> <p><b>Content</b> Currently there are no plans to change any parts of the course presentation.</p> <p><b>Method</b> Continue to focus on basic writing and verbal communication skills through continued use of peer-student writing Tutors who are critical to the process.</p> <p><b>Assignment</b> Court visitation and summary writing.</p> <p><b>Evaluation</b> Grade the individual court report and legal writing skills.</p> <p><b>Current SLO</b> Students will demonstrate appropriate use of business terms and concepts in their court visitation report.</p> <p><b>Assessment.</b> Use Rubric to measure success.</p> <p><b>Other</b> N/A</p> <p><b>Resource</b> 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.</p> <p><b>Comments</b> On going relationships with Santa Clara County Superior Courts is important.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> Currently there are no plans to change any parts of the course presentation.</p> <p><b>Method</b> Continue to focus on basic writing and verbal communication skills through use of peer-student writing Tutors who are important to the process.</p> <p><b>Assignment</b> Court visitation and court summary writing.</p> <p><b>Evaluation</b> Grade the individual court report and legal writing skills demonstrated.</p> <p><b>Current SLO</b> Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report.</p> <p><b>Assessment.</b> Use Rubric to measure success.</p> <p><b>Other</b> N/A</p> <p><b>Resource</b> 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.</p> <p><b>Comments</b> Continued relationships with Santa Clara County Superior Courts is important to student access.</p> <p><i>Third Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> Currently there are no plans to change any parts of the course presentation.</p> <p><b>Method</b> Continue to focus on basic writing and verbal communication skills through continued use of peer-student writing Tutors who are critical to the process.</p> <p><b>Assignment</b> Court visitation and summary writing oral report.</p> <p><b>Evaluation</b> Rubric to measure success.</p> <p><b>Current SLO</b> Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation.</p> <p><b>Assessment.</b> Use Rubric to measure success.</p> <p><b>Other</b> N/A</p> <p><b>Resource</b> 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.</p>

**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

**Current SLO** Effectively demonstrate research in written format.

**Assessment.** See SLO #1

**Other** See SLO #1

**Resource** See SLO #1

**Comments** See SLO #1

BUSI 64X SPECIAL PROJECTS IN BUSINESS  
BUSI 64Y SPECIAL PROJECTS IN BUSINESS  
BUSI 64Z SPECIAL PROJECTS IN BUSINESS  
BUSI 70 BUSINESS & PROFESSIONAL ETHICS  
BUSI 90A PRINCIPLES OF MANAGEMENT  
BUSI 91L INTRODUCTION TO BUSINESS INFORMATION PROCESSING

**Finding** Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

**Content** No plans to change this course at this time.

**Method** Focus on basic writing and verbal communication skills to understand Business software.

**Assignment** How to use Business Software.

**Evaluation** Students were evaluated on how well they understand/demonstrate the use of business software.

**Current SLO** Students will understand the use software on the Personal Computer.

**Assessment.** Use of rubric to measure success.

**Other** N/A

**Resource** Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

**Comments** Need for more staff/faculty for the development of curriculum.

#### *Second Reflection set*

**Finding** Most students begin to demonstrate the necessity of effect analysis of business in their writing. We need to reactivate the Business English/Communications course as part of our efforts for basic business skills for our students to compete in today's market place.

**Content** Currently there are no plans to change any parts of the course.

**Method** Focus on basic writing-verbal communication skills and the use of business software.

**Assignment** Focus on basic writing and verbal communication skills to understand Business software

**Evaluation** Students were evaluated on how well they understand/demonstrate the use of business software.

**Current SLO** Students will demonstrate an understanding and appropriate use of Microsoft Office by Creating reports, charts, graphs, slides, files, using productivity tools such as Word, Excel, Access, PowerPoint.

**Assessment.** Use of rubric to measure success.

**Other** N/A

**Resource** Student writing coaches are still important to all business students who are deficient in their English writing skills. Evidence demonstrates PEER-Tutors are still critically important to this process. Need up to date equipment and software for classroom use.

**Comments** Need for more staff/faculty for the development of curriculum.

BUSI 92 FINANCIAL PLANNING PRACTICES  
BUSI 95 ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT

**Finding** Continue to focus on basic business skills.

**Content** None

**Method** Examples and sample business plans used. Communication skill etc

**Assignment** Write a business plan to include an understanding of basic business skills.

**Evaluation** Term project and presentation.

**Current SLO** Same

**Assessment.** Same

**Other** NA

**Resource** Other business plan software.

**Comments** N/A

#### *Second Reflection set*

**Finding** With focus on the BP competition students are encouraged to find a passion and write a business plan.@1

**Content** None

**Method** Same as one.

**Assignment** Same as #1.

**Evaluation** Same as

**Current SLO** No changes from first SLO.

**Assessment.** Same as #1.

**Other** N/A

**Resource** Business Plan software.

**Comments** Nothing.



*Third Reflection set*

**Finding** Same as SLO 1 and 2.

BUSI 95E	SMALL BUSINESS EXPORT & IMPORT	
BUSI 97	MANAGEMENT SEMINAR	
BUSI 99	SUPERVISED BUSINESS INTERNSHIPS	No SLO record.
BUSI 99X	SUPERVISED BUSINESS INTERNSHIPS	No SLO record.
BUSI 99Y	SUPERVISED BUSINESS INTERNSHIPS	No SLO record.
BUSI 120	DISPUTE RESOLUTION & MEDIATION	
BUSI 231B	HOW TO START A HOME-BASED BUSINESS	No SLO record.
BUSI 233A	STARTING A SMALL BUSINESS	No SLO record.
BUSI 233E	SMALL BUSINESS MARKETING, RESEARCH & PLANNING	No SLO record.

0 of 9 Course IDs for *C E* in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
C E 101A	ELECTRICIAN TRAINING CERTIFICATION REVIEW: NEC	No SLO record.
C E 101B	ELECTRICIAN TRAINING CERTIFICATION REVIEW: TEST INSTRUMENTS	No SLO record.
C E 101C	ELECTRICIAN TRAINING CERTIFICATION REVIEW: AC/DC GENERATORS	No SLO record.
C E 101D	ELECTRICIAN TRAINING CERTIFICATION REVIEW: PIPE BENDING	No SLO record.
C E 101E	ELECTRICIAN TRAINING CERTIFICATION REVIEW: GROUNDING & BONDING	No SLO record.
C E 101F	ELECTRICIAN TRAINING CERTIFICATION REVIEW: BLUEPRINT READING	No SLO record.
C E 101G	ELECTRICIAN TRAINING CERTIFICATION REVIEW: PROFESSIONAL RELATIONS	No SLO record.
C E 101H	ELECTRICIAN TRAINING CERTIFICATION REVIEW: SPECIALTY SYSTEMS	No SLO record.
C E 101I	ELECTRICIAN TRAINING CERTIFICATION REVIEW: NEC UPDATE	No SLO record.

18 of 37 Course IDs for *CAST* in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
CAST 50D	USING ACCESS	No SLO record.
CAST 50E	LINUX DESKTOP INSTALLATION	No SLO record.
CAST 52A	INTRODUCTION TO MACROMEDIA FLASH	
CAST 52B	ADVANCED MACROMEDIA FLASH	No SLO record.
CAST 56A	INTRODUCTION TO FILEMAKER PRO	No SLO record.
CAST 56AS	INTRODUCTION TO FILEMAKER PRO	No SLO record.
CAST 63A	INTRODUCTION TO COMPUTER-AIDED DRAFTING USING AUTODESK AUTOCAD	

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

**Content** Course content will remain essentially the same. Again, an emphasis is placed on a wide variety of commands and industry styles (architectural, mechanical design, electrical, civil, etc.).

- Method** Student response to the current teaching methods seems to be very positive. The Etudes site allows chat interaction, a discussion / questions forum, in addition to the standard assignment and syllabus areas. This approach is very appealing, especially to people who are used to interacting electrically.
- Assignment** The range and number of assignments appears to be working well for covering the material.
- Evaluation** Assignment files generally provide a great deal of information as to whether the students are correctly using a variety of commands. More assignment work has been added, replacing weekly chapter quizzes. A strict series of deadlines seems to run counter to the more "open" environment that attracts many people to on-line courses in the first place, so I have to try to work within that framework while still covering the material in a timely manner.
- Current SLO** Again, after a few quarters of refinement, the current range of assignments and material appear to be working very well for giving students a solid background in the operation and use of AutoCAD.
- Resource** I'd like to see the CAST AutoCAD course become part of a certificate program. This would give added incentive for students to take the entire series, and would provide them with a useful addition to their resumes.

CAST 63B	ADVANCED COMPUTER-AIDED DRAFTING USING AUTOCAD SOFTWARE	
CAST 64A	INTRODUCTION TO AUTODESK MECHANICAL DESKTOP SOFTWARE (AUTODESK INVENTOR PROFESSIONAL)	
CAST 65A	INTRODUCTION TO AUTODESK ARCHITECTURAL DESKTOP SOFTWARE	
CAST 66A	INTRODUCTION TO AUTODESK CIVIL 3D SOFTWARE	
CAST 70A	INTRODUCTION TO ADOBE PREMIERE	No SLO record.
CAST 70B	MULTIMEDIA DESIGN & AUTHORIZING	No SLO record.
CAST 70C	INTERACTIVE MULTIMEDIA PROJECT	No SLO record.
CAST 70D	3D MODELING & ANIMATION FOR MULTIMEDIA	No SLO record.
CAST 70E	INTRODUCTION TO DVD AUTHORIZING	No SLO record.
CAST 70G	INTRODUCTION TO MACROMEDIA DIRECTOR	No SLO record.
CAST 70H	ADVANCED MACROMEDIA DIRECTOR	No SLO record.
CAST 74G	WEB PUBLISHING TOOLS: DREAMWEAVER	No SLO record.
CAST 80	SELECTED TOPICS IN SOFTWARE APPLICATIONS	
CAST 86A	INTRODUCTION TO ADOBE INDESIGN	
CAST 86B	ADVANCED ADOBE INDESIGN	
CAST 90A	INTRODUCTION TO ADOBE ILLUSTRATOR	
CAST 90B	ADVANCED ADOBE ILLUSTRATOR	No SLO record.
CAST 92A	INTRODUCTION TO ADOBE PHOTOSHOP	
CAST 92B	ADVANCED ADOBE PHOTOSHOP	
CAST 92E	INTRODUCTION TO ADOBE PHOTOSHOP ELEMENTS	No SLO record.
CAST 93A	POWERPOINT: EFFECTIVE PRESENTATIONS	
CAST 102	COMPUTER KEYBOARDING SKILLS	No SLO record.
CAST 102B	MICROSOFT WINDOWS: BASICS	
CAST 102C	WINDOWS: HARD DISK MANAGEMENT & UTILITIES	No SLO record.
CAST 104A	MICROSOFT WORD I	

- Finding** Students learn best when given step-by-step instructions along with screen shots of the individual stages of completion of the chapter exercise. Lab exercises with screen shots of the completed assignment, without the screen shots of the individual states of completion, help to reinforce the student's problem solving skills. Access to the latest version of the software is a must have for this course (full purchase or 180 day subscription).
- Content** No changes will be made to the content of the course.
- Method** No changes will be made to the teaching methods.
- Assignment** No changes will be made to the assignments.
- Evaluation** No changes will be made to the course evaluation procedures.

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

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

**Other** N/A

**Resource** N/A

**Comments** N/A

### *Second Reflection set*

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

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

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

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

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

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

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

**Other** N/A

**Resource** Dedicated Windows SharePoint Services, Office SharePoint Server 2007, and, Office SharePoint Designer 2007.

**Comments** N/A

### *Third Reflection set*

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

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

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

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

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

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

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

**Other** N/A

**Resource** N/A

**Comments** N/A

## CAST 104B MICROSOFT WORD II

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

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

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

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

**Evaluation** No changes will be made to the course evaluation procedures.

**Current SLO** No changes will be made to the current SLO.

**Assessment.** No changes will be made to the assessment for the SLO

**Other** N/A

**Resource** N/A

**Comments** N/A

*Second Reflection set*

**Finding** In order to enhance the student's competitiveness in the job market, access to SharePoint Services is a must have. Students entering the job market with little or no skills associated with the most basic type of SharePoint site called the Workspace, will be at a definite disadvantage when competing for a job.

**Content** Foothill College must provide students enrolled in CAST classes with access to dedicated SharePoint Services.

**Method** Teaching methods will include opportunities for students to access a platform for collaboration programs and services.

**Assignment** With SharePoint Services available, students will be able to collaborate and track changes on a document.

**Evaluation** No changes will be made to the course evaluation procedures.

**Current SLO** No changes will be made to the current SLO.

**Assessment.** No changes will be made to the assessment for the SLO.

**Other** N/A

**Resource** Dedicated Windows SharePoint Services, Office SharePoint Server 2007, and, Office SharePoint Designer 2007.

**Comments** N/A

*Third Reflection set*

**Finding** In order to enhance the student's competitiveness in the job market, Microsoft certification is a must have. Students entering the job market without the Microsoft certification will be at a definite disadvantage when competing for a job.

**Content** Direct students seeking Microsoft Certification to where they can view recently released exams link. Encourage students to complete these practice exams prior to taking the current Microsoft Certification exams.

**Method** No changes will be made to the teaching methods.

**Assignment** No changes will be made to the assignments.

**Evaluation** No changes will be made to the course evaluation.

**Current SLO** No changes will be made to the current SLO.

**Assessment.** No changes will be made to the assessment for the SLO.

**Other** N/A

**Resource** N/A

**Comments** N/A

CAST 107 INTRODUCTION TO EXCEL

No SLO record.

CAST 107D EXCEL: BASICS

**Finding** Students learn best when given step-by-step instructions along with screen shots of the individual stages of completion of the chapter exercise. Lab exercises with screen shots of the completed assignment, without the screen shots of the individual states of completion, help to reinforce the student's problem solving skills. Access to the latest version of the software is a must have for this course (full purchase or 180 day subscription).

**Content** No changes will be made to the content of the course.

**Method** No changes will be made to the teaching methods.

**Assignment** No changes will be made to the assignments.

**Evaluation** No changes will be made to the course evaluation procedures.

**Current SLO** No changes will be made to the current SLO.

**Assessment.** No changes will be made to the assessment for the SLO

**Other** N/A

**Resource** N/A

**Comments** N/A

*Second Reflection set*

**Finding** In order to enhance the student's competitiveness in the job market, access to SharePoint Services is a must have. Students entering the job market with little or no skills associated with the most basic type of SharePoint site called the Workspace, will be at a definite disadvantage when competing for a job.

**Content** Foothill College must provide students enrolled in CAST classes with access to dedicated SharePoint Services.

**Method** Teaching methods will include opportunities for students to access a platform for collaboration programs and services.

**Assignment** With SharePoint Services available, students will be able to collaborate and track changes on a workbook.

**Evaluation** No changes will be made to the course evaluation procedures.

**Current SLO** No changes will be made to the current SLO.

**Assessment.** No changes will be made to the assessment for the SLO

**Other** N/A

**Resource** Dedicated Windows SharePoint Services, Office SharePoint Server 2007, and, Office SharePoint Designer 2007.

**Comments** N/A

### *Third Reflection set*

**Finding** In order to enhance the student's competitiveness in the job market, Microsoft certification is a must have. Students entering the job market without the Microsoft certification will be at a definite disadvantage when competing for a job.

**Content** Direct students seeking Microsoft Certification to where they can view recently released exams link. Encourage students to complete these practice exams prior to taking the current Microsoft Certification exams.

**Method** No changes will be made to the teaching methods.

**Assignment** No changes will be made to the assignments.

**Evaluation** No changes will be made to the course evaluation.

**Current SLO** No changes will be made to the current SLO.

**Assessment.** No changes will be made to the assessment for the SLO.

**Other** N/A

**Resource** N/A

**Comments** N/A

CAST 109F	USING ACCESS	No SLO record.
CAST 221	OVERVIEW OF ADOBE PHOTOSHOP	No SLO record.

9 of 16 Course IDs for *CHEM* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
CHEM 1A	GENERAL CHEMISTRY	<p><b>Finding</b> The problem is complex and not broken into parts (spoon-fed) to the students, so the 87% percentage of correct, first-attempt answers lends confidence to this objective being mastered by the majority of students. The students had to write their own equation for the stoichiometry relationship and they had to contend with a concentration and dilution calculation before computing the final answer.</p> <p><b>Content</b> No change recommended.</p> <p><b>Method</b> No change recommended.</p> <p><b>Assignment</b> No change recommended.</p> <p><b>Evaluation</b> No change recommended.</p> <p><b>Current SLO</b> No change recommended.</p> <p><b>Assessment.</b> No change recommended.</p> <p><b>Other</b> None.</p> <p><b>Resource</b> No.</p>

## Comments No.

*Second Reflection set*

**Finding** While 4 of the 5 sections averaged 94% correct, it stood out that the night section came in at only 76%. The teaching of Hess's law is not easily done in the text and certainly the instructor plays an important role in doing a complex example in class and while doing so, explicitly give students insights and tricks on how to more easily see this beautiful law that is very important to thermodynamics.

**Content** No change recommended.

**Method** As mentioned in 1., there are special tricks and insights that serve the students well and perhaps could be disseminated in a "best practices for 1A seminar" facilitated by senior full-time 1A faculty.

**Assignment** No change recommended.

**Evaluation** No change recommended.

**Current SLO** No change recommended.

**Assessment.** No change recommended.

**Other** None.

**Resource** Yes, monies would be required to pay, as a stipend, all faculty, particularly part-time (hourly) faculty, for their participation in the proposed best practices seminar. There are many challenging concepts, such as net ionic equations and calorimetry, that few students truly master in 1A and an healthy exchange of ideas would benefit all faculty that regularly teach 1A.

**Comments** No.

## CHEM 1B GENERAL CHEMISTRY

**Finding** Results:

Question A: 53% of 66 students answered correctly.  
The student responses indicate answer b (amines) was not recognized as a hydrogen bonding functional groups. Also, students answers indicate answer a) was recognized as a hydrogen bonding group when it is not.

Question B: 51% of 67 students answered correctly.  
A more difficult problem than problem A. Students did not recognize molecule 2 as having two hydrogen bonding groups. Based on student responses, students may have over emphasized molar mass as a ranking criteria.

*Second Reflection set*

**Finding** Results:

Question A: 78% of 67 students answered correctly.  
This indicates we have been successful in differentiating between potential and kinetic energies and how they change during a chemical reaction. The majority of incorrect answers had reversed the potential and kinetic energy changes.

Question B: 29% of 67 students answered correctly. This is too low of a correct result.  
After reviewing the question, a rewrite is in order.

**Current SLO** Question B needs to be rewritten. The classification of weaker/stronger for bond energies should be replaced with smaller/greater. The bond energies should be defined as covalent.

*Third Reflection set*

**Finding** Results:

Question A: 66% of 67 students answered correctly. Most students can successfully transform a nonlinear function into linear form and represent the result graphically. An additional 25% of the students would have received partial credit on this open ended problem.

Question B1: 77% of 65 students answered correctly. Students can interpret correctly units of a function when shown graphically.



Question B2: 52% of 67 students answered correctly. However, eight additional students (12%) did the math correctly but failed to round correctly.

**Current SLO** Inform students that significant figures and rounding are important in their final answer.

CHEM 1C        GENERAL CHEMISTRY & QUALITATIVE ANALYSIS  
CHEM 12A       ORGANIC CHEMISTRY  
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 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.

**Method** Stereochemistry is a highly visual topic and the incorporation of molecular modeling technology may assist students in understanding how nucleophilic attack of one molecule affects the structural geometry of another.

**Assignment** Molecular modeling software that is available in computer labs or on the internet may be incorporated into "take-home" projects or complement our current technology offerings.

**Resource** Molecular modeling software

#### *Second Reflection set*

**Finding** Only 12.7% of students were able to correctly identify, out of the five chemical intermediates proposed, which appeared in the mechanistic pathway of the cyclization reaction. An additional 31% were able to identify four out of the five. The moderate success rate was particularly surprising as students (in the current term) have historically scored higher on mechanism-based questions through different assessments. Normally, understanding of mechanisms has been assessed through open-ended answers. This strategy does not particularly discount students' understanding of mechanisms, rather highlights that cyclization reactions (traditionally always difficult) and five suggested answers can potentially confuse or mislead students.

**Evaluation** If multiple-choice based strategies are continued to be used for the assessment of understanding mechanisms, then students need to be exposed to this type of questioning format. They can be embedded in quizzes and midterm exams that are administered earlier in the quarter.

**Assessment.** Ideally, the assessment used for the SLO needs to be changed because it adds an additional level of difficult (cyclization reactions) that potentially complicate assessment for basic understanding of mechanisms. A new SLO would utilize a reaction only containing linear molecules. Additionally, this type of reaction exhibits mechanisms that were only introduced within the last week of the class, and was not repeatedly demonstrated throughout the entire quarter. Conceivably, this SLO may be used to assess student success in Chemistry 12C, where similar mechanisms are used more frequently.

#### *Third Reflection set*

**Finding** Over 60% of students were able to correctly identify the proposed structure as the kinetic product and provide a short explanation. An additional 10% of students were able to identify the proposed structure correctly, but provided a less than adequate explanation. This was a relatively high success rate for such a fundamental concept in organic chemistry. More interesting and insightful were the answers provided by the nearly 30% of students that answered incorrectly. A majority of students misconstrued the structure of chemical intermediates. On numerous accounts, intermediate stability was incorrectly assigned, resonance structures were drawn incorrectly, or there was lack of understanding of the underlying mechanism.

**Assignment** Worksheets currently provided in class will include a greater emphasis on kinetics versus thermodynamics product identification, in addition to the emphasis placed on product prediction, synthesis and mechanisms.



**Assessment.** The assessment strategy can be slightly modified that would add an additional level of difficulty. Instead of proposing a structure and asking students to determine if it is the kinetic or thermodynamic product, students can be asked to draw the product in addition to providing an explanation.

CHEM 12C      ORGANIC CHEMISTRY

- Finding** Most students were able to develop a clear strategy for producing the target compound, however, most answers contained at least one error. Most common errors were present in a single step out of four or more steps, so most students received at least half of the possible points for the question.
- Content** The success rate on this 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 87% percentage of correct answers for this question was reassuring that the majority of students are developing the very important skill of analyzing units. An inadequate mastery of dimensional analysis was credited to the bulk of incorrect answers for this question, which is a well-known dilemma chemistry instructors face with every class of students.

**Content** No change recommended.

**Method** No change recommended.

**Assignment** The recent implementation of graded online homework will continue to be a vital component in ensuring students are learning the importance of dimensional analysis.

**Evaluation** No change recommended.

**Current SLO** No change recommended.

**Assessment.** No change recommended.

**Other** No change recommended.

**Resource** No.

**Comments** No.

#### *Second Reflection set*

**Finding** Amazingly, the 85 students who completed this exercise all earned 100% on their first attempt. The question does ask about odor being a physical or chemical property, which can be confusing for some students who think that the chemistry that occurs in the nose in order for a person to process a smell is not to be considered when classifying a substance as having an odor (a physical property).

**Content** No change recommended.

**Method** No change recommended.

**Assignment** No change recommended.

**Evaluation** No change recommended.

**Current SLO** No change recommended.

**Assessment.** No change recommended.

**Other** No change recommended.

**Resource** No.

**Comments** No.

#### *Third Reflection set*

**Finding** There were two separate exercises chosen to more fully assess the scope of mastery regarding the important, yet broad, concept of the mole. Both exercises were quantitative in their pursuits: (1) using Avogadro's number and (2) calculating an empirical formula. For (1), the 91% percentage of correct answers was impressive and reassuring that this important objective is being mastered by the majority of students. For (2), the percentage of correct answers dropped to 75%, with most students missing incorrectly proposing a formula that matches a more common form of the arsenate polyatomic ion than what the data would have calculated for them. It is disappointing to note that many students try to just find an answer and enter it without discovering and proving their expected answer given the provided data.

**Content** No change recommended.

**Method** It is important to do examples that showcase the different pitfalls of assuming, for example, an ionic compound composed of Fe and O is not necessarily assumed to be FeO (iron(II) oxide), because perhaps the data would calculate another stable form: Fe<sub>2</sub>O<sub>3</sub> (iron(III) oxide).

**Assignment** No change recommended.

**Evaluation** No change recommended.

**Current SLO** No change recommended.

**Assessment.** No change recommended.

**Other** No change recommended.

**Resource** No.

**Comments** No.

**Finding** 38% of students to take the final exam missed the SLO #1 assessment question. 8% of the students to take the final exam received a failing grade in Chemistry 30A, thus it would be expected that these students did not master the SLOs for the course. However, this means that 30% of the students to pass the course did not fully master SLO #1, and this is of great concern.

The most common incorrect answer given for SLO #1 was D, mixture. Students appear to be confusing the classification of a compound with that of a mixture, which indicates an inability to distinguish between two elements combined in a fixed ratio (compound) and two elements mixed together (mixture). The key word in the question was "pure". Students must understand that only elements and compounds are pure substances. The difference between a pure substance and a mixture must be reinforced to the students when learning how to classify matter.

**Content** Since this concept is learned very early on in the course (week 3), it is critical that this information be revisited throughout the quarter so that students do not forget the knowledge by the cumulative final exam date.

**Method** Ask students to classify matter in lab. For example, in lab 2 students begin with aluminum metal and then mix the metal with aqueous KOH. Students could be asked to classify the starting materials as pure substances or mixtures, and further as elements, compounds, homogeneous or heterogeneous mixtures.

**Assignment** Problems are currently assigned for SLO #1. I am looking at the use of an online homework grading system for next year that would allow 30A instructors to assign graded homework for SLOs.

**Evaluation** Students need to be tested more on this SLO in pop lab quizzes as well as in class midterm quizzes/exams. At this time it is tested mostly on midterm exam #1 and the final. It is clear that students are forgetting the concepts necessary to master SLO #1 by the time they take the final exam.

**Current SLO** Students will be able to classify matter correctly.

**Assessment.** A pure substance contains carbon and oxygen. This pure substance must be classified as a(n) \_\_\_\_\_.  
A. element  
B. compound  
C. element and compound  
D. mixture  
E. none of the above

**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** 36% of the students to take the final exam missed the SLO #2 assessment question. 8% of the students to take the final exam received a failing grade in Chemistry 30A, thus it would be expected that these students did not master the SLOs for the course. However, this means that 28% of the students to pass the course did not fully master the SLO #2, and this is of great concern.

The most common incorrect answer for SLO #2 was C, 35.5 mL. This suggests that student round to the correct decimal place (the tenth), but read the increments on the graduated cylinder incorrectly (35 instead of 36).

**Content** Reporting measurements is the first topic covered in Chemistry 30A, and it is the central focus of lab experiment #1 in the second week of the quarter. Students need this expertise in order to work in the lab in Chemistry 30A and other future chemistry courses. Our assessment suggests that this topic should be reinforced more throughout the quarter. Reporting measurements correctly should be reinforced at each lab period so that students do not forget this knowledge by the end of the quarter.

**Method** In the prelab lecture for the first lab experiment all instructors should show students common lab equipment that will be used during the quarter. Detailed explanation of how to report measurements with each piece of equipment are needed. Instructors should

explain what decimal place to round a measurement to depending on the equipment being used.

A handout should be made and distributed to students to keep in their lab notebook for use as a quick reference on reporting measurements. I have made a handout for all 30A instructors to supply to their students.

Instructors need to remind students of how to read and report measurements with the equipment that is being used in the current lab session each week. For example, if graduated cylinders and top loading balances are being used that day then a quick reminder of how many decimal places can correctly be measured with this equipment is needed.

**Assignment** At this time homework problems are assigned for SLO #2, but homework is not collected for grading in Chemistry 30A. I am looking for an online homework grading system to supplement the book homework for 30A. This would allow 30A instructors to assign more graded homework problems addressing SLO #2.

**Evaluation** Lab quizzes and lecture quizzes/exams should test students on this SLO frequently. Similarly to SLO #1, SLO #2 is taught very early in the quarter. Our assessment on midterm #1 and the final exam proves that students are forgetting knowledge between these two exam dates.

**Current SLO** Students will be able to use common laboratory equipment correctly and report measurements to the correct significant figures with proper units. Equipment includes Bunsen burners, beakers, graduated cylinders, thermometers, top loading balances, rulers and burets.

**Assessment.** Report the volume of the liquid in the graduated cylinder. Assume that the increments are in milliliters.  
A. 35.15 mL  
B. 36 mL  
C. 35.5 mL  
D. 36.0 mL  
E. 36.5 mL

(see picture of graduated cylinder)

**Other** NA

**Resource** I believe that the best time to revisit SLO #2 is during the lab sessions. Currently, there is very limited time in our lab sessions. The current 30A labs need to be rewritten in order to allow more time for reinforcement of lecture concepts.

**Comments** NA

### *Third Reflection set*

**Finding** The results from SLO #3 suggest that 85% of students completing Chemistry 30A in winter 2010 have mastered SLO #3. This is a great result. In order to improve even further, instructors can reinforce the writing and balancing of equations in lab, homework assignments and lecture activities.  
Problem #1: 16% of students completing Chemistry 30A in winter 2010 got problem #1 wrong. The most common incorrect answer was D, which fails to show hydrogen as a diatomic molecule. The results indicate that the majority of our students (84%) are able to show a proper balanced chemical equation for this single displacement reaction.  
Problem #2: 15% of students completing Chemistry 30A in winter 2010 got problem #2 wrong. The most common incorrect answer was D, which shows the incorrect product as the precipitate. This suggests that all students are able to predict products for double displacement reactions, and they are able to show the reaction through a proper balanced equation, but 15% of students are not able to use a solubility chart to correctly identify the precipitate in these reaction types.

**Content** NA

**Method** NA

**Assignment** More assignments to practice using the solubility chart to predict the precipitate in a double displacement-precipitation reaction.

**Evaluation** NA

**Current SLO** NA

Assessment NA  
Other NA  
Resource NA  
Comments NA

CHEM 30B SURVEY OF ORGANIC & BIOCHEMISTRY

**Finding** 1. 49% of students answered question #1 incorrectly. The most common incorrect answer was B, benzyl. This shows that students are confusing the term phenyl with benzyl when naming a benzene group as a side group. Since 6% of students to take the final exam ended with a failing course grade, it can be concluded that approximately 43% of our passing students have not mastered the ability to name molecules that contain an aromatic ring as a side group. The difference between benzyl and phenyl is slight, and is often confusing to students, but the large number of students to miss this question is still of great concern.

2. 22% of students answered question #2 incorrectly. The most common incorrect answer was C, 5-ethyl-1-hexene. This shows that students are not counting the longest consecutive chain in the hydrocarbon. Students are merely counting straight across from left to right. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 16% of our passing students have not mastered the ability to name an alkene by IUPAC nomenclature correctly.

3. 22% of students answered question #3 incorrectly. The most common incorrect answer was C, alcohol. This shows that students are confusing the terms hydration and hydrogenation. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 16 % of our students have not mastered the ability to predict the products of basic reactions for alkenes.

4. 27% of students answered question #4 incorrectly. The most common incorrect answer was B, 2-chloro-3-methylbutane. Thus, students are forgetting to follow Markovnikov's rule when predicting the product of a hydrohalogenation reaction. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 21% of our passing students have not mastered the ability to determine the products of hydrohalogenation of an asymmetric alkene using Markovnikov's rule.

5. 35% of students received only partial credit for question #5. 65% of students received full credit. No students missed question #5 entirely. This suggests that students are mastering functional group recognition, but there are still mistakes being made when distinguishing between functional groups with a carbonyl group. It was very common for students to identify the ester functional group incorrectly as a ketone, aldehyde or carboxylic acid. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 29% of our passing students are able to identify fewer functional groups than outlined in our course syllabi for Chemistry 30B.

6. 4% of students received only partial credit for question #6. 96% of students received full credit. No student missed question #6 entirely. This suggests that our students are mastering the IUPAC nomenclature for naming branched alkanes. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that some students to fail the course entirely have still mastered the ability to name a branched alkane using IUPAC nomenclature.

7. 22% of students received only partial credit for question #7. 17% of students missed this question entirely. 61% received full credit for this question. This suggests that students are struggling with the naming of organic compounds that contain functional groups beyond that of basic hydrocarbons. A very common mistake on this SLO was indicating the correct prefix for 4 carbons, but using the wrong suffix for the functional group. The -oate ending reserved for esters was a common incorrectly used suffix. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 33% of our passing students are still not able to name molecule containing a ketone functional group correctly by IUPAC nomenclature, although most of those students did receive some partial credit for close answers.

8. 13% of students received only partial credit for this question. 6% answered entirely wrong. 81% received full credit for this question. Students were able to write the correct prefix for 3 C, but made mistakes in the suffix. Since 6% of students to take the final exam ended up with a failing course grade, it can be concluded that approximately 13% of our passing students are will not able to name a molecule containing an alcohol functional group correct by IUPAC nomenclature, although most of those students did receive some partial credit for close answers.

**Content** NA

**Method** SLO #1 focuses on IUPAC nomenclature, functional group recognition, and basic reactions of hydrocarbons. Our assessment and reflections suggest that our students have fully mastered the ability to name alkanes that are straight chained or branched. This is shown in question #6. Reflections from all other questions suggest that a large number of our students have only partially mastered the ability to distinguish between functional groups (in particular, the functional groups that contain a carbonyl), name more complex molecules that contain a functional group, and predict products of the reactions of hydrocarbons. Since SLO #1 is taught in the first 1-2 weeks of the quarter, it is likely that students are not retaining this information for the final cumulative exam. Instructors need to reinforce the information learned in the first 1-2 weeks of the quarter at later times by reminding students of these topics in lab; for example, in the esterification lab there are many opportunities to remind students of the names for the alcohols, carboxylic acids and esters that will be used/synthesized

**Assignment** NA

**Evaluation** SLO #1 should be reinforced throughout the quarter by quizzing students more frequently on these topics in lecture and lab sessions.

**Current SLO** NA

**Assessment.** NA

**Other** NA

**Resource** NA

**Comments** NA

#### *Second Reflection set*

**Finding #1.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 91.3% for this problem. The most common wrong answers included all other possibilities, which indicates that some students are confusing an alpha-1,4-glycosidic bond with a beta-1,4-glycosidic bond. Overall, the success rate is very high.

**#2.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 88.8% for this problem. The most common wrong answer was "acetal", which indicates that students may be answering based on a disaccharide instead of a monosaccharide, or they may be confused by the relationship between an acetal and a hemiacetal/hemiketal. Overall, the success rate is very high.

**#3.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 85% for this problem. The most common wrong answer was "L", which indicates that some students are confusing enantiomers and geometric isomers.

**#4.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 90% for this problem. The most common wrong answer was ether, which suggests that students are confusing the ether and ester functional group names, very likely due to the similar sound. Overall, the success rate is very high.

**#5.** Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 91.3% for this problem. The most common wrong answer was "one of the fatty acid ester linkages replaced with an amine group". This is likely due to the fact that specific phospholipids can have an amine group as part of the X group attached to the phosphate. Many of these specific examples are given in the textbook (phosphatidylcholine, for example). These students are missing the generality of



this statement which asks about the generic structure of all phospholipids. Overall, the success rate is very high.

#6. Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 98% for this problem.

#7. Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 91.9% for this problem. The most common wrong answer was "carbonyl; amide" which suggests that students are confusing the functional group of amide with amine. This is a common mistake in Chem 30B, most likely due to similarities in these names.

#8. Of the 80 students enrolled in Chemistry 30B during the spring of 2010, the average score in the online assessment was 91.3% for this problem. The most common wrong answer is amino acids, which suggests that students are confusing the structure of proteins with the structure of nucleic acids. This is a common point of confusion for students in Chem 30B. Overall, the success rate is very high.

**Content** The results of this assessment show that our students are successfully meeting SLO#2.

**Method** NA

**Assignment** NA

**Evaluation** NA

**Current SLO** NA

**Assessment.** NA

**Other** NA

**Resource** NA

**Comments** NA

#### *Third Reflection set*

**Finding** 1. Out of 80 students total, the class averaged 96.3% on this homework problem. The most common wrong answer was (d) transcription. Overall, the students showed great success on this problem.

2. Out of 80 students total, the class averaged 95.3% on this homework problem. The most common wrong answer was (d), which suggests that students are confusing the nucleotides that make up nucleic acids from the amino acids that make up proteins. This is a common point of confusion in Chemistry 30B where a strong emphasis is placed on the general structures of biomolecules.

3. Out of 80 students, the class averaged 97.7% on this homework problem. The most common wrong answer was (d) translation, which suggests that students are confusing the terms transcription and translation. This is a common problem early on in the course.

4. Out of 80 students, the class averaged 88.9% on this homework problem. The most common wrong answers were (a) and (b). (a) suggests that these students forgot that RNA does not contain T, but instead contains U. (b) suggests that students confused the info strand with the template strand. Both wrong answers suggest that students who missed this problem still understand the basics of complementary base pairing, but are still making mistakes about the details of transcription.

5. Out of 80 students, the class averaged 92.4% on this homework problem. The most common wrong answer was (c), which suggests that students are still confusing the terms transcription and translation. This is a common problem early in the course.

6. Out of 80 students, the class averaged 95.3% on this homework problem. The most common wrong answer was (c), which suggests that students are excluding the ultimate storage of genetic information in the form of DNA. It is very likely that the process of translation is confusing students on this process. Students know that the genetic information is stored in mRNA, and the mRNA complementary base pairs to the correct tRNA in protein synthesis. This might explain why students selected answer (c) for this problem.

**Content** The results show that our students are successfully meeting SLO#3.



Method NA  
 Assignment NA  
 Evaluation NA  
 Current SLO NA  
 Assessment. NA  
 Other NA  
 Resource NA  
 Comments NA

*Forth Reflection set*

**Finding** 1. Out of 80 students, the average score was 90.1% on this problem. The most common incorrect answer was (b) glucose. This suggests that students are not thinking of catabolism for all food molecules, and are answering based on the most common monosaccharide from carbohydrate digestion.

2. Out of 80 students, the average score was 86.3% on this problem. The most common incorrect answer was (b). This suggests that students are confusing oxidized and reduced coenzymes.

3. Out of 80 students, the average score was 95.4% on this problem. The most common wrong answer was (a), which suggests that students may be confused by the terms glycolysis and glycogenesis.

**Content** The assessment shows that our students are meeting the requirements for SLO#4.

Method NA  
 Assignment NA  
 Evaluation NA  
 Current SLO NA  
 Assessment. NA  
 Other NA  
 Resource NA  
 Comments NA

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.
CHEM 100	CHEMISTRY STUDENT ASSISTANCE	No SLO record.
CHEM 100X	CHEMISTRY STUDENT ASSISTANCE	No SLO record.
CHEM 100Y	CHEMISTRY STUDENT ASSISTANCE	No SLO record.

17 of 15 Course IDs for *CHIN* in the Language Arts Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
CHIN 1	ELEMENTARY CHINESE I	
CHIN 2	ELEMENTARY CHINESE II	
CHIN 3	ELEMENTARY CHINESE III	
CHIN 4	INTERMEDIATE CHINESE I	
CHIN 5	INTERMEDIATE CHINESE II	
CHIN 6	INTERMEDIATE CHINESE III	

**Finding** Students of CHIN 6 have learned Chinese for a year and a half so they are no longer satisfied with "repeat after me" teaching methods and they learn at a much faster pace than first year students.

I believe the teacher should always update materials to match the unique needs of each class and to the students' progress. I find myself updating materials and devising new activities for almost every class to keep students challenged. For example, an exercise I made for last year's CHIN 6 about shopping in a store seems too easy for this year's students as they are more advanced compared to past students. Accordingly, I made many changes to the activity so it will challenge them.

Because the CHIN 6 students can understand more, they love to hear what's going on with China today in Chinese. Since China is a fast growing and changing country, I have to keep reading from a variety of sources to make sure I have the most updated news. For example, when we talk about the three gorges dam, I brought to the class articles that include both positive and negative opinions from different media channels. Some of the students commented that this has helped them to understand China better.

**Content** I adjust the content somewhat every quarter according student and overall class level.

**Method** I will continue to use more internet based activities.

**Assignment** Assignments should be updated to match changes in content.

**Evaluation** The course evaluation procedures in these classes work well so far.

**Current SLO** The current SLOs will remain the same.

**Assessment.** The current SLOs will remain the same.

**Other** None.

**Resource** Computer connected to overhead display/projector and high speed internet connection.

### *Second Reflection set*

**Finding** Students of CHIN 6 have learned Chinese for a year and a half so they are no longer satisfied with "repeat after me" teaching methods and they learn at a much faster pace than first year students.

I believe the teacher should always update materials to match the unique needs of each class and to the students' progress. I find myself updating materials and devising new activities for almost every class to keep students challenged. For example, an exercise I made for last year's CHIN 6 about shopping in a store seems too easy for this year's students as they are more advanced compared to past students. Accordingly, I made many changes to the activity so it will challenge them.

Because the CHIN 6 students can understand more, they love to hear what's going on with China today in Chinese. Since China is a fast growing and changing country, I have to keep reading from a variety of sources to make sure I have the most updated news. For example, when we talk about the three gorges dam, I brought to the class articles that include both positive and negative opinions from different media channels. Some of the students commented that this has helped them to understand China better.

**Content** I adjust the content somewhat every quarter according student and overall class level.

**Method** I will continue to use more internet based activities.

**Assignment** Assignments should be updated to match changes in content.

**Evaluation** The course evaluation procedures in these classes work well so far.

**Current SLO** The current SLOs will remain the same.

**Assessment.** The current SLOs will remain the same.

**Other** None.

**Resource** Computer connected to overhead display/projector and high speed internet connection.

**Comments** None.

CHIN 13A	INTERMEDIATE CONVERSATION I	
CHIN 13B	INTERMEDIATE CONVERSATION II	
CHIN 13C	INTERMEDIATE CONVERSATION III	No SLO record.
CHIN 14A	ADVANCED CONVERSATION I	
CHIN 14B	ADVANCED CONVERSATION II	

**Finding** The conversation class - CHIN 14B - includes students who have completed at least two years of study. Some of them are repeating the class in order to continue to develop conversational skills. Since they want to have as much practice time as possible, I make sure we speak in Chinese only. Some teachers worry that if students don't understand

everything that is said, students won't be able to learn efficiently and so the teacher often translates the material. Teaching a class at this level, however, I found that this should not be a concern and that an immersive environment helps students learn the most.

After teaching both courses, I am convinced that IT technology should be used more in the classroom. The internet is a must. Not only does it provide a tremendous amount of real time information, it also connects activities in the classroom with what the students do at home.

For example, I used Facebook to explain the Chinese names of the different functions and format of the website. Students were very excited to learn this and remembered the Chinese words well, because they all use Facebook and are familiar with its layout.

I believe the primary objectives – developing and extending skills in reading, writing, listening, and speaking, as appropriate to each class, were met. I also encouraged students to feel comfortable using Chinese in everyday situations as well as supported those who want to continue with more advanced study.

**Content** I adjust the content somewhat every quarter according student and overall class level.

**Method** I will continue to use more internet based activities.

**Assignment** Assignments should be updated to match changes in content.

**Evaluation** The course evaluation procedures in these classes work well so far.

**Current SLO** The current SLOs will remain the same.

**Assessment.** The current SLOs will remain the same.

**Other** None.

**Resource** Computer connected to overhead display/projector and high speed internet connection.

**Comments** None.

### *Second Reflection set*

**Finding** The conversation class - CHIN 14B - includes students who have completed at least two years of study. Some of them are repeating the class in order to continue to develop conversational skills. Since they want to have as much practice time as possible, I make sure we speak in Chinese only. Some teachers worry that if students don't understand everything that is said, students won't be able to learn efficiently and so the teacher often translates the material. Teaching a class at this level, however, I found that this should not be a concern and that an immersive environment helps students learn the most.

After teaching both courses, I am convinced that IT technology should be used more in the classroom. The internet is a must. Not only does it provide a tremendous amount of real time information, it also connects activities in the classroom with what the students do at home.

For example, I used Facebook to explain the Chinese names of the different functions and format of the website. Students were very excited to learn this and remembered the Chinese words well, because they all use Facebook and are familiar with its layout.

I believe the primary objectives – developing and extending skills in reading, writing, listening, and speaking, as appropriate to each class, were met. I also encouraged students to feel comfortable using Chinese in everyday situations as well as supported those who want to continue with more advanced study.

**Content** I adjust the content somewhat every quarter according student and overall class level.

**Method** I will continue to use more internet based activities.

**Assignment** Assignments should be updated to match changes in content.

**Evaluation** The course evaluation procedures in these classes work well so far.

**Current SLO** The current SLOs will remain the same.

**Assessment.** The current SLOs will remain the same.

**Other** None.

**Resource** Computer connected to overhead display/projector and high speed internet connection.

**Comments** None.

CHIN 14C	ADVANCED CONVERSATION III	No SLO record.
CHIN 25A	ADVANCED COMPOSITION & READING I	
CHIN 25B	ADVANCED COMPOSITION & READING II	
CHIN 103	CHINESE BUSINESS CULTURE & ETIQUETTE	

34 of 32 Course IDs for *CHLD* in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
CHLD 1	CHILD DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD	No SLO record.
CHLD 2	CHILD DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE	No SLO record.
CHLD 11	AFFIRMING DIVERSITY IN EDUCATION	
	<b>Finding</b> 42 students did this assignment. 86% received 38-40 points. 14% received 30-35 points.	
	<b>Content</b> None	
	<b>Method</b> None	
	<b>Assignment</b> None	
	<b>Evaluation</b> None	
	<b>Current SLO</b> Several of the students were not teachers in the classroom and wished to make flier/poster that can be used in other settings. This was approved in the guidelines and that is how the assessment was carried out. However, next time this issue has to be included in the SLO as well.	
	<b>Assessment.</b> I will share the rubric with the students.	
	<b>Other</b> None	
	<b>Resource</b> I would like to see more examples of rubrics that are related to such a course.	
	<b>Comments</b> No	
	<i>Second Reflection set</i>	
	<b>Finding</b> 40 students did this assignment. 45% received 37-40 points. 33% received 34-35 points. 23% received 30-32 points	
	<b>Content</b> None	
	<b>Method</b> None	
	<b>Assignment</b> Explain the assignment in more detail in the classroom.	
	<b>Evaluation</b> None	
	<b>Current SLO</b> None	
	<b>Assessment.</b> I will share the rubric with the students	
	<b>Other</b> None	
	<b>Resource</b> I would like to see more examples of rubrics that are related to such a course.	
	<b>Comments</b> None	
	<i>Third Reflection set</i>	
	<b>Finding</b> For this test, 31 students were present in the class. 84% of these students correctly answered all the questions.	
	<b>Content</b> None	
	<b>Method</b> Add additional hands on activities	
	<b>Assignment</b> None	
	<b>Evaluation</b> Add more to the content of the test.	
	<b>Current SLO</b> None	
	<b>Assessment.</b> None	
	<b>Other</b> None	
	<b>Resource</b> None	
	<b>Comments</b> None	
CHLD 50	SCHOOL-AGE CHILD (5-12): BEHAVIOR & DEVELOPMENT	

**Finding** 22 students did this assignment and 50% received 18-20 points. 45% received 13-17 points and 5% received 10-12 points. No one received less than 10 points. In addition 68% of the students shared their paper in class and got points for that too.

**Content** Examine the theories one more session.

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** Several of the students were not teachers in the classroom and it was hard for them to come up with examples.

**Assessment.** I will share the rubric with the students.

**Other** none

**Resource** I would like to see more examples of rubrics that are related to such a course.

**Comments** none

### *Second Reflection set*

**Finding** 24 students did this assignment.

50% had 75-80 points.

38% had 70-74 points

8% had 65-69 points

1% had less than 64 points

**Content** none

**Method** More group work

**Assignment** none

**Evaluation** I will share the rubric with the students.

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** I would like to see more examples of rubrics that are related to such a course.

**Comments** none

## CHLD 50A INFANT/TODDLER DEVELOPMENT

**Finding** Students were most able to articulate the developmental progression of skills over the ages of infancy.

Students had a difficult time making connections or changing perspective from what I taught by domain to a 'whole child' perspective.

Students demonstrated increased understanding of the role of the caregiver/parent in supporting continued developmental pathways from young infancy to toddlerhood.

**Content** None

**Method** I will try to emphasize the 'whole child' aspects of development as a part of teaching about skills from each of the separate domains rather than have it be a 'connection' we make at the end.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** I will have to change the organization of my lecture notes and in class activities format to match the 'whole child' perspective more effectively as we go along in the course, as it is now divided by age and domain. No additional resources are needed except for time dedicated to making the changes and printing of new handouts for the course.

**Comments** It was difficult to fit everything in to the winter quarter as scheduled on a Monday PM because there were two class sessions that were holidays, no classes held. I felt pressure to move more quickly in teaching some information than I would have liked. This may also be why students struggled with the 'connections', I didn't give enough time in class to talk through what I was expecting them to write in the journal.

CHLD 53NC SUPPORTING CHILDREN WITH SPECIAL NEEDS IN CHILDREN'S PROGRAMS  
 CHLD 53NP DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS  
 CHLD 55 CHILD GROWTH & DEVELOPMENT

**Finding** Most of the students answered the test question correctly on the final. The question assessed cognitive development-object permanence in young children. Other questions on development were addressed on the final exam. Student's appeared to remember this cognitive question more than areas of development. Students were able to better address their understanding of development through the observation, interview, book report, and research papers.

**Content** Nothing the students appeared to really apply themselves to the course.

**Method** Students reported that they liked receiving relevant articles and papers, videos on child development, the textbook and the online resources provided by the publisher, and the power point lectures. Students utilized as well the office hour, when needed.

**Assignment** Fewer assignments. The research paper was valuable to students learning and inquiry, but time consuming.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** More time to develop more efficient rubrics for papers

**Comments** Nothing

#### *Second Reflection set*

**Finding** Most of the students answered the test question correctly. Students appeared to understand the ecological theory and how it impacts development. Interesting the students' answers varied according SES, ethnicity, and cultural experience.

**Content** Nothing the students appeared to really apply themselves to the course.

**Method** Students reported that they liked receiving relevant articles and papers, videos on child development, the textbook and the online resources provided by the publisher, and the power point lectures. Students utilized as well the office hour, when needed.

**Assignment** Fewer assignments. The research paper was valuable to students learning and inquiry, but time consuming.

**Evaluation** Rubrics were used for papers and students appreciated them as they aided them in their writing formats.

**Current SLO** Demonstrate knowledge of the major influences to development including culture, heredity, and environmental factors.

**Assessment.** None

**Other** None

**Resource** More time to develop more efficient rubrics.

**Comments** Nothing

CHLD 56 OBSERVATION & ASSESSMENT

**Finding** 1. Students were able to demonstrate their learning by producing a final project. 2. Students were able to articulate their learning by verbally presenting their panels to the class. 3. Students recognized the value and importance of their work by being asked to give their documentation panels as a gift to the children they observed over the quarter (families, classrooms or center programs).

**Content** none

**Method** it may be helpful to share examples of documentation panels from the beginning of the course and over time as it would help students to prepare with an end in mind rather than seeing examples only at the end when they are expected to produce theirs.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** It may be helpful to offer students varied due dates so the students are sharing their panels over the course of the quarter and not all at the end over one class period.

Resource none  
Comments none

# CHLD 56N PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN

## *Second Reflection set*

**Finding** Correct answers improved by 3%  
**Content** I think the course content is on target for an introductory survey class.  
**Method** I believe classroom teaching methods emphasize this SLO very well.  
**Assignment** text reading and classroom discussion, videos and discussion emphasize this SLO.  
**Evaluation** None  
**Current SLO** None  
**Assessment.** Wording of this particular embedded test question may be confusing.  
**Other** None  
**Resource** None  
**Comments** No

## *Third Reflection set*

**Finding** The class was made up on over 90% of students who have not or are not currently working with children. Although I presented lecture, DVDs, small and large group activities on developmentally appropriate practices and the value of play not all of the students could take the child's perspective and truly understand the learning that happens while children are exploring their world (playing).  
**Content** More observations of children playing  
**Method** I used an extra credit assignment and an additional reading that helped the students who completed the extra credit to better understand the value of play in relationships and learning. Will consider this assignment as a regular assignment for everyone.  
**Assignment** Develop an observation assignment or modify the existing scavenger hunt assignment  
**Evaluation** Modify the scavenger hunt to clearly emphasize what children learn when they are exploring things that are normally found in a child care setting.  
**Current SLO** None  
**Assessment.** Create a rubric for the scavenger hunt  
**Other** None  
**Resource** Time to develop a rubric and enough time before the class starts to go over the notes from previous quarters.  
**Comments** None

## *Second Reflection set*

**Finding** I chose a question which I considered to important for students to learn from the course and which was taken from the author's test bank. I was surprised to find most students knew the correct answer in the pretest. The number of correct answers from both sections did increase in the post-test by 4%.  
**Content** I think the course content is on target for an introductory survey class.  
**Method** None  
**Assignment** None  
**Evaluation** None  
**Current SLO** None  
**Assessment.** I will reconsider the use of this particular question as it may not clearly indicate student learning.  
**Other** None  
**Resource** None  
**Comments** No

## *Second Reflection set*



**Finding** I chose a question which I considered to important for students to learn from the course and which was taken from the author's test bank. I was surprised to find most students knew the correct answer in the pretest. The number of correct answers from both sections did increase in the post-test by 4%.

**Content** I think the course content is on target for an introductory survey class.

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** I will reconsider the use of this particular question as it may not clearly indicate student learning.

**Other** None

**Resource** None

**Comments** No

CHLD 59 WORKING WITH SCHOOL-AGE CHILDREN: PRINCIPLES & PRACTICES

*Second Reflection set*

**Finding** The groups were self-selected and some groups worked better together than others. I also found that many students had not yet learned about developing a web to represent their curriculum goals.

**Content** In class work on how to develop a web.

**Method** None

**Assignment** Change the assignment so that there is an individual paper due one week after the group presentation.

**Evaluation** Continue to revise rubric.

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** None

CHLD 63N ARTISTIC & CREATIVE DEVELOPMENT

**Finding** When they defined creativity at the end of the course 11 students included the importance of letting children create without a plan or intent. By the end of the course sixteen (out of 23) students said that their feelings did change about how children develop. They gave twenty two different reasons why or how they could encourage children to develop their creativity.

**Content** I will add more creative experiences that include out of box thinking

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

CHLD 68 SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT

*Second Reflection set*

**Finding** Student conducted the interviews onsite at directors' work places. Students are surprised at the multifaceted aspect of the director position. Students find the assignment time consuming but worthwhile.

**Content** none

**Method** none

**Assignment** none

Evaluation none  
 Current SLO none  
 Assessment. none  
 Other none  
 Resource none  
 Comments none

CHLD 68X SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT  
 CHLD 68Y SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT  
 CHLD 68Z SPECIAL TOPICS/PROJECTS IN CHILD DEVELOPMENT  
 CHLD 71 PLANNING CREATIVE ART ACTIVITIES FOR CHILDREN  
 CHLD 72 LANGUAGE DEVELOPMENT

**Finding** The data gathered showed 18% of the students knew or guessed correctly the answer on the pre-test. However, following the reading, lectures, and small and large group experiences 82% of the students knew or guessed correctly the answer on the post-test.

**Content** None

**Method** None

**Assignment** Develop an in-class assignment that will demonstrate the stages versus memorizing them for recall.

**Evaluation** The method used was a Scan-tron test question. I do not feel that this is the best way to evaluate learning in child development classes. The early childhood education field is a very hands-on work environment; therefore I feel that demonstrating knowledge in this fashion would be more appropriate than a Scan-tron test.

**Current SLO** I would change the SLO to be evaluated by a hands-on small group in-class activity where students can demonstrate what each of the stages is in a role play exercise.

**Assessment.** The assessment would change from a pre- and post-test to a rubric and/or large group discussion following the role playing.

**Other** None

**Resource** None

**Comments** None

#### *Second Reflection set*

**Content** None

CHLD 73 MUSIC & MOVEMENT IN THE EARLY YEARS

**Finding** Feedback and anecdotal findings showed that some students were less prepared to teach what they learned from reading the article and the discussion with the expert group. Since the instructor can not be present in all of the groups at one time it was hard to assess what really happened in each group.

**Content** None

**Method** None

**Assignment** I will change this assignment from a jigsaw format to groups presenting to the entire class at one time.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** None

#### *Second Reflection set*

**Finding** I felt that some students followed through on all the criteria of the assignment while others were less inclined to tell why they thought the equipment/supplies they were recommending would be developmentally appropriate.

**Content** None

**Method** I am going to spend more time in lecture on what is developmentally appropriate practices and what they look like/could look like in an environment using music and movement as learning areas.

Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments None

#### CHLD 74 SCIENCE & NATURE

**Finding** Overall the students had a good grasp about how to plan, lead, and evaluate a science and nature activity. Most of the students had some experience working with young children but the majority of students were not involved in curriculum planning so this was a valuable experience for them to practice developing. Some students needed assistance with how to plan an activity and what types of things would evaluate after the other students had participated in the activity.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
**Assessment.** I feel that the assessment needs to be a hands on assignment and not a pre and post test question.  
 Other None  
 Resource None  
 Comments None

#### *Second Reflection set*

**Finding** I realized how little importance many students and early childhood educators put on the importance of incorporating science and nature into their curriculum plans. They did not realize the connection children have with nature and the outdoors. Another finding was how many students shared how uncomfortable they are with the topic of science and tried to avoid including it into their curriculum plans.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
**Assessment.** I liked using the writing in class as the pre and post of learning about what the students know about science and nature and it's importance in early childhood curriculum planning.  
 Other None  
 Resource None  
 Comments No

#### *Third Reflection set*

**Finding** The students learned from each other while brainstorming topic ideas and then curriculum ideas. Some took on the role of leader and others were helpful with their lap tops and were searching for information and ideas that they could include in their web and curriculum planning. They also experienced the value of planning curriculum with a group or people versus as an individual. The most important finding was their realization about how easy it was for them to incorporate a science base topic into all of the different areas of curriculum.

Content None  
**Method** This was the first time that I let the students bring in their lap tops to use while planning curriculum and I thought it was very exciting and resourceful.  
**Assignment** This was a new assignment for this course and it was really successful and something I want to repeat.

Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments None

#### CHLD 79 CARING FOR INFANTS & TODDLERS IN GROUPS

**Finding** The huge majority of the students fell into the "excellent" category for the measures that covered the learning environment, the physical environment, and the physical arrangement of the environment. However, they faltered when it came to describing what the emotional environment would look like for young infants, mobile infants, and older infants (toddlers). Although they were able to describe the emotional needs in general, about 1/3 of the students had difficulty articulating how the emotional needs of toddlers differ from those of young infants and how to facilitate toddlers' emotional development.

**Content** None

**Method** In addition to the video and mini-lecture that already cover this topic, I will design and implement an "in-class" exercise that also supports this material.

**Assignment** None  
**Evaluation** None  
**Current SLO** None  
**Assessment.** None  
**Other** None  
**Resource** None  
**Comments** None

#### *Second Reflection set*

**Finding** Initially only three students had some understanding of how important cultural sensitivity is in caregiving. By the ninth week, almost the entire class was able to describe how cultural understanding/sensitivity is crucial for a caregiver. They were able to give specific examples of how caregiving practices vary culture to culture, how that impacts the parent-teacher relationship, and what that means for children in their care. There were just four students on the post test whose answers were inadequate.

**Content** none

**Method** none

**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment.** I will modify the wording of the question or possibly ask a series of questions on the pre and post tests in order to help students articulate what they know.  
**Other** none  
**Resource** none  
**Comments** none

#### CHLD 82 PLANNING CREATIVE DRAMATICS

**Finding** The most important findings of my data were that they knew very little about specific things to look for in a book that would be successful for story re-enactment at the beginning of the course. Most of them answered the question with a specific name of a story or wrote that it should be a simple story. Their final writings were very specific and they could describe specific things such as looking for repetition, sequence, sounds, action and movement. They understood their "role" as the teacher to support children during story re-enactment.

**Content** I was really pleased with the results and have no plans to change the course in anyway. I felt that the students left with much stronger skills and techniques and were ready to use them with the children that they teach.

**Method** None  
**Assignment** None

Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments None

*Second Reflection set*

**Finding** The most important things that I learned from the data I gathered was that the students learned which type of story to choose for a successful re-enactment experience. They understood different ways to make and gather props to bring the story alive and give the children concrete "items" to express themselves and bring the story alive in a different way. They each chose a book, prepared props, directed actors/actresses, narrated or told the story and discussed the experience with the class after their presentation.

Content None  
 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.

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** I found that the students who had completed a course in curriculum planning developed a stronger foundation of skills to plan a successful activity. Some students did not clearly understand which skills would be developmentally appropriate for children to develop through participation of an activity.

**Content** none

**Method** I will spend more time during the seminar discussing how to plan an activity in each of the six domains. This would provide a stronger foundation for the students who have not completed a curriculum course. Also, I need to continue to review with the students age-appropriate skills that children develop during different activities which would help the student reflect upon the goals or skills for each activity they plan..

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** develop a rubric to grade the activity form.

**Other** none

**Resource** Rubrics from other courses to assist me with developing one to grade the activity form.

**Comments** none

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

CHLD 88B POSITIVE BEHAVIOR MANAGEMENT

**Finding** Some students continued to work on understanding why "American" children are given so much freedom, but most realized that they in fact were not as aware of how much of their own values and own role models affects their interactions with children. Lastly, there appear to be gaps in the knowledge about development of children and the related links to understanding behavior challenges.

**Content** Increased focus on the developing child and implementation of strategies.

**Method** Would embed more video clips to observe behaviors.

**Assignment** Continue with an observation of a child, but include specificity on what exactly to observe ( i.e. teacher responses, child's facial expression etc...)

**Evaluation** I believe it would be more effective for students to practice strategies that are related to reflective practice and scaffolding. This practice piece could be in the form of a role play in place of an quiz.

**Current SLO** The current SLO used above works fine, another quarter of teaching this course will be useful.

**Assessment.** None

**Other** None

**Resource** Looking for effective video clips which mirror various behavior challenges including those with children with special needs or disabilities.

**Comments** None

#### CHLD 89 CURRICULUM FOR EARLY CARE & EDUCATION PROGRAMS

**Finding** 1. The most important findings from the date revealed that students definitely need the understanding about what drives the designing of curriculum. For example, most students took the class to acquire ideas. But, the content focused on developing ideas based on what they know and learned of the child's existing skills, family background, and critical to the course, how effective teachers reflect their own skills, values and understanding of development in children's learning.

**Content** none

**Method** Will maintain using a "real" on site preschool for learning and practicing concepts

**Assignment** I will keep the assignment which students need to develop and design a curriculum activity based on a provided scenario. I would fine tune the process of how this is done, for example ensure the directions and intent are clearer.

**Evaluation** Continue to ask students to write down their expectations in the beginning of the course and at the end write down what they learned. Continue to include in class activities that challenge the students' understanding of the book content through demonstration.

**Current SLO** Okay for now. Would like to review after teaching the same course a second time.

**Assessment.** none

**Other** none

**Resource** The resources I would need to implement suggested changes can be derived from the suggestions and feedback from the students. In addition have a dialogue with other colleagues who have taught the course.

**Comments** none

#### CHLD 90B ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART I

**Finding** Students were surprised at the number of varied roles held by a program director. There was lively classroom discussion. However, the first test results didn't reflect what had been discussed in class as 35% answered the question incorrectly. In the final test, the post question results showed 29% answered incorrectly which was a slight improvement.

**Content** none

**Method** none

**Assignment** none

**Evaluation** May reconsider the wording of the pre/post test question.

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

#### CHLD 90C ADMINISTRATION & SUPERVISION OF CHILDREN'S PROGRAMS PART 2

**Evaluation.**

*Second Reflection set*



**Finding** This assignment is both time-consuming and stressful for students and I evaluate its value each quarter. The amount of class time for the assignment is significant. In addition to student self-reflections, I also held a discussion in class about the value of the assignment for the students. Students indicated they had enjoyed the presentations and had learned a lot. They felt it was an experience vital to their success as a director in the real world. Students gained knowledge about marketing a program through the text, articles and class discussions. Student self-reflection regarding knowledge learned ranged from “some” (clarified what was already known) to “everything” (compared marketing a program in US to marketing in their home country).

**Content** none

**Method** none

**Assignment** I will continue to use this assignment. Students and instructor felt it was stressful, and time consuming but worthwhile.

**Evaluation** I feel the self-reflection, peer evaluation and instructor evaluation provides a multi-faceted view of the success of the tour for the student. I feel this is the best way to measure this SLO.

**Current SLO** none

**Assessment.** noone

**Other** I did not use a pre-post question as indicated on CMS. I prefer the multifaceted evaluation system described above as it allows for specific comments from the student, the instructor and the participants.

**Resource** none

**Comments** Add student self-reflection, peer evaluation and instructor evaluation to CMS as an additional measurement method for this SLO.

#### CHLD 91 ADMINISTRATION & SUPERVISION: ADULT SUPERVISION & LEADERSHIP

**Finding** The number of correct answers increased in the post-test but only slightly. Case discussions in class lead me to believe that students do understand the concepts.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** I will reconsider the use of this particular question to assess the SLO as it does not appear to clearly indicate results of student learning. I believe the question was poorly worded.

**Other** None

**Resource** None

**Comments** None

#### *Third Reflection set*

**Finding** The question requires an answer which is an important for students to learn from the course and was taken from the author's test bank. I was surprised to find most students knew the correct answer in the pretest. The number of correct answers did increase in the post-test but only slightly.

**Content** addition of more challenging curriculum

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** I will reconsider the use of this particular question as it does not appear to clearly indicate results of student learning.

**Other** None

**Resource** None

**Comments** None

## CHLD 95 HEALTH, SAFETY &amp; 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.

67 of 72 Course IDs for C/S in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
CIS 1	INTRODUCTION TO COMPUTER SCIENCE	
CIS 2	COMPUTERS & SOCIETY	
CIS 12A	FUNDAMENTALS OF VISUAL BASIC.NET PROGRAMMING	
	<b>Finding</b> 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.	
	<b>Content</b> I will not change the process for this outcome requirement. I will continue to require that students create Use Case/Requirements documents.	
	<b>Method</b> I will continue to teach this course component early in the quarter.	

**Assignment** I will continue to have students start to write programs the 3rd week of the course that require Use Case and Requirements documents.

**Evaluation** Grading of assignments the 3rd and subsequent weeks that require Use Case/Requirements documents attached to their programs.

**Current SLO** Complete 4 programming examples that meet project specifications by creating Use Case statements and Requirements documents and then writing related programs to show that you have met the specifications.

**Assessment.** Reviewed Assignment #2 and 3 for all students in ETUDES

**Other** Gave individual feedback to all students based on the grading of their work.

**Resource** ETUDES feedback makes this very easy.

**Comments** No

### *Second Reflection set*

**Finding** Students seem to prefer to be given example templates rather than creating problems and solutions themselves. Final projects are very open to what the student would like to do but 90% of the class preferred to be given a project, or they preferred to do several simple projects vs. one large one. They created solutions but they were simple solutions to simple problems.

**Content** Since the SLO does not address extensive programming as a requirement I will not make any significant change to content. I will encourage the students to come up with their own project ideas or perhaps share ideas in the forum for projects to do.

**Method** The use of lesson modules and programming examples does teach short programs. I will add more extensive examples in the lesson modules to show multiform solutions earlier in the class.

**Assignment** No change

**Evaluation** No change

**Current SLO** Create a programming solution that solves a problem using necessary, efficient and extensible logic. This is the agreed SLO for a basic programming class. I would make a slight modification to allow for the fact that the students do multiple programming solutions.

**Assessment.** The assessment per E above suggests that I will continue to assess approximately 30 programs with the one change that the final program be broad.

**Resource** None

**Comments** None.

CIS 12C	INTERMEDIATE VISUAL BASIC PROGRAMMING
CIS 12D	ADVANCED VISUAL BASIC.NET FOR WINDOWS-BASED APPLICATIONS
CIS 12W	DEVELOPING WEB APPLICATIONS WITH VISUAL BASIC.NET
CIS 15A	COMPUTER SCIENCE I: C++

**Finding** Students produced a wide variety of solutions based on the assignment specification and guidelines. In the majority of cases (> 80% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification and given set of guidelines.

**Content** Expand that material which discusses program guidelines.

**Method** Add examples emphasizing how a programmer correctly interprets specification while meeting guidelines and then demonstrate that the program meets the those guidelines.

**Assignment** Add a statement in each assignment reminding students of the importance of interpreting the stated specification while meeting the general guidelines.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None.

**Resource** None needed.

## Comments No.

*Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. Over 50% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 25% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 25% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of each tool to its target use.

**Method** Add examples emphasizing how a programmer chooses the proper language tool for the job.

**Assignment** Provide hints in the assignment to guide the student to the best tools for that particular project.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** None needed.

**Comments** No.

CIS 15B	COMPUTER SCIENCE II: C++	
CIS 15C	COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS	
	C++	
CIS 15D	DESIGNING WITH C++ CLASSES	No SLO record.
CIS 15P	C++ FOR PROGRAMMERS	
CIS 18	DISCRETE MATHEMATICS	
CIS 19A	INTRODUCTION TO PROGRAMMING WITH C#	
CIS 19K	USER INTERFACE DESIGN WITH EXPRESSIONS BLEND	
CIS 19L	WINDOWS COMMUNICATION FOUNDATION (WCF)	No SLO record.
	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** Students produced a wide variety of solutions based on the assignment specification and guidelines. In the majority of cases (> 80% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification and given set of guidelines.

**Content** Expand that material which discusses program guidelines.

**Method** Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets the those guidelines.

**Assignment** Add examples emphasizing how a programmer correctly interprets specification while meeting guidelines and then demonstrate that the program meets the those guidelines.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 25% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 15% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of each tool to its target use.

**Method** Add examples emphasizing how a programmer chooses the proper language tool for the job.

**Assignment** Provide hints in the assignment to guide the student to the best tools for that particular project.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** None needed.

**Comments** No.

## CIS 27B COMPUTER SCIENCE II: JAVA

**Finding** Students produced a wide variety of solutions based on the assignment specification. In the majority of cases (> 90% in one section of the course) it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could issue a grade for this aspect of the assignment. In some cases, (10% in one section) students did not carefully test their program and so either instructor had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

**Content** Expand that material which discusses program specification and testing.

**Method** Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets the those guidelines.

**Assignment** Add a statement in each assignment reminding students of the importance of interpreting the stated specification and also demonstrating that the program meets that specification.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None needed.

**Comments** No.

*Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Over 75% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inadequate use of object orientation or modularity. Another 5% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of object-orientation and modularity to program design.

**Method** Add examples emphasizing how a programmer applies object-orientation and modularity to program design.

**Assignment** Provide hints in the assignment to guide the student about use of object-orientation and modularity for that particular project.

**Evaluation** None.

**Current SLO** None.

Assessment. None.  
 Other None.  
 Resource None needed.  
 Comments No.

CIS 27C	COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS IN JAVA	
CIS 27D	JAVA ADVANCED FEATURES	No SLO record.
CIS 27P	JAVA FOR PROGRAMMERS	

**Finding** Students produced a wide variety of solutions based on the assignment specification. In the majority of cases it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could issue a grade for this aspect of the assignment. In some cases students did not carefully test their program and so either instructor had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

**Content** Expand that material which discusses program specification and testing.

**Method** Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets the those guidelines.

**Assignment** Add a statement in each assignment reminding students of the importance of interpreting the stated specification and also demonstrating that the program meets that specification.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** No.

**Resource** No.

**Comments** No.

#### *Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Most students used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Some were able to make the program function but in a way that used inefficient or inadequate use of object orientation or modularity. A few had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of object-orientation and modularity to program design.

**Method** Add examples emphasizing how a programmer applies object-orientation and modularity to program design.

**Assignment** Provide hints in the assignment to guide the student about use of object-orientation and modularity for that particular project.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** No.

**Comments** No.

CIS 30	SELECTED TOPICS IN PROGRAMMING TECHNOLOGY
CIS 50A	USING THE COMPUTER: PC (WINDOWS)
CIS 51A	PREPARATION FOR TECHNOLOGY CAREERS
CIS 51C	WORKPLACE PRINCIPLES & PRACTICES
CIS 52A	INTRODUCTION TO DATA MANAGEMENT SYSTEMS

**Finding** The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply database concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create and manipulate tables in a database and generate forms and reports using a DBMS software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database knowledge is enhanced as a result of using the latest version of DBMS software, such as Microsoft ACCESS.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** No at this time.

**Comments** No.

#### CIS 52B ORACLE SQL

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create, query and manipulate tables in a database using Oracle software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle SQL knowledge is enhanced as a result of using the latest version of Oracle software.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to use DDL to create and manage other schema objects in a database with an Oracle software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle SQL knowledge is enhanced as a result of using the latest version of Oracle software.

**Content** No changes needed at this time because format is working fine. Results are on track.



**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

CIS 52C DATABASE MODELING & RELATIONAL DATABASE DESIGN

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to draw ER diagrams. Students get feedback based on the ER diagrams generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' knowledge of ER diagramming is enhanced as a result of using a database modeling tool.

**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

*Second Reflection set*

**Finding** The capstone hands-on assessment technique works well in this course because it demonstrates students' ability to integrate everything they learned in this course to create their own database design project. Students get feedback on their project and if there are concepts they did not understand, they can go back and review them. In addition, the students' knowledge in creating their own database design project is enhanced as a result of using a database modeling tool.

**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

CIS 52E ORACLE DATABASE ADMINISTRATION I

**Finding** The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply database administration concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.

Comments No.

*Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational Oracle database and properly manage and maintain the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

Comments No.

CIS 52F ORACLE DATABASE ADMINISTRATION II

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to perform backup and recover of an Oracle database using various administration tools. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

Comments No.

*Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to configure an Oracle database for better performance. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

Comments No.

CIS 52J ORACLE: PROGRAM WITH PL/SQL

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create PL/SQL blocks of application code. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PL/SQL

knowledge is enhanced as a result of using the latest version of Oracle.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to develop, create and manage PL/SQL stored program units. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle PL/SQL knowledge is enhanced as a result of using the latest version of Oracle.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

CIS 52K

#### ORACLE FORMS DEVELOPER: BUILD INTERNET APPLICATIONS

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to build, test, debug and deploy interactive Internet applications. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to develop a sample application from the ground up working in a GUI environment. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### CIS 52N PHP & MYSQL

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to write simple to intermediate programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP knowledge is enhanced as a result of using the latest version of open source software such as WAMPSEVER, MAMP, XAMPP, etc.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to generate powerful, database-driven dynamic websites using PHP and MySQL. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software such as WAMPSEVER, MAMP, XAMPP, etc.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### CIS 52P PHP PROGRAMMING

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to write advanced programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP knowledge is enhanced as a result of using the latest version of open source software, such as WAMPSEVER, MAMP, XAMPP, etc.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on capstone assessment technique works well in this course because it demonstrates students' ability to integrate everything they have learned in PHP and MySQL to create their own database-driven dynamic website. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software, such as WAMP SERVER, MAMP, XAMPP, etc.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### CIS 52Q MYSQL: IN-DEPTH

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational MySQL database and properly maintain and manage the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to perform database administration functions on a MySQL database. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### CIS 54C MICROSOFT SQL SERVER DATABASE DEVELOPMENT & DESIGN

**Finding** The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply Microsoft SQL Server database design concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.



**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

No SLO record.

#### CIS 61Y INFORMATICS PROJECTS

No SLO record.

#### CIS 61Z INFORMATICS PROJECTS

No SLO record.

#### CIS 62A DATA WAREHOUSING & WEB MINING

#### CIS 63A SYSTEMS ANALYSIS, DESIGN & HUMAN INTERFACE

#### CIS 63A1 SYSTEMS ANALYSIS & DESIGN

#### CIS 63B DESIGN & ANALYSIS FOR INFORMATICS RESEARCH

#### CIS 64A COMPUTERIZED ACCOUNTING PRACTICE

No SLO record.

#### CIS 64B COMPUTERIZED ACCOUNTING: SPREADSHEET

No SLO record.

#### CIS 68A INTRODUCTION TO LINUX & UNIX

**Finding** 1. The problem-solving process is good because students get hands-on experience with the login screen and the command line interface in Linux or Unix.  
2. The outcome was measurable as the commands and results are corrected.



3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.
5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.

**Other** None at this time because the process is working out well.

**Resource** Not at this time

**Comments** Not at this time

### *Second Reflection set*

- Finding**
1. The problem-solving process is good because students get hands-on experience with essential commands at command line interface in Linux or Unix and are able to interpret the results correctly.
  2. The outcome was measurable as the commands and results are corrected.
  3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.
  4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.
  5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.

**Other** None at this time because the process is working out well.

**Resource** None at this time because the process is working out well.

**Comments** None at this time because the process is working out well.

## CIS 68B LINUX & UNIX SHELL PROGRAMMING

- Finding**
1. The problem-solving process is good because students get hands-on experience with the writing bash scripts in Linux or Unix.
  2. The outcome was measurable as the scripts and results are corrected.
  3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.
  4. The assessment can be used in other courses that ask students to write computer programs.
  5. Students' knowledge enhanced as a result of writing shell scripts in Linux to solve problems and meet requirements.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.

**Other** None at this time because the process is working out well.

**Resource** None at this time because the process is working out well.

**Comments** None at this time because the process is working out well.

*Second Reflection set*

- Finding** 1. The problem-solving process is good because students get hands-on experience with reading and editing bash scripts in Linux or Unix.  
 2. The outcome was measurable as the scripts and results are corrected.  
 3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.  
 4. The assessment can be used in other courses that ask students to modify computer programs.  
 5. Students' knowledge enhanced as a result of editing shell scripts in Linux to solve problems and meet requirements.

**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	
CIS 68C3	UNIX NAME SERVICE ADMINISTRATION	No SLO record.
CIS 68E	PROGRAMMING IN PERL	
CIS 68H	BIOPERL PROGRAMMING FOR BIOINFORMATICS	No SLO record.
CIS 68K	INTRODUCTION TO PYTHON PROGRAMMING	

**Finding** Students produced a wide variety of solutions based on the assignment specification. In the majority of cases it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. In some cases, students did not carefully test their program and so either I had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

**Content** Stress the importance of writing programs that meet user specifications.

**Method** Tell stories of time wasted by engineers who program what they think the user wants instead of programming what the user says she wants.

**Assignment** give a few more hints about what the user wants

**Evaluation** same

**Current SLO** same

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

#### *Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. The majority of the students used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. A minority of the students were able to make the program function but in a way that used inefficient or inappropriate language tools. A smaller minority had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

CIS 68L	INTERMEDIATE PYTHON PROGRAMMING	
CIS 68M	INTERMEDIATE PERL PROGRAMMING	
CIS 78	SOFTWARE ENGINEERING	
CIS 96	SPECIAL PROJECTS	No SLO record.
CIS 96X	SPECIAL PROJECTS	No SLO record.
CIS 96Y	SPECIAL PROJECTS	No SLO record.
CIS 102	COMPUTER KEYBOARDING SKILLS	No SLO record.
CIS 111	LEARNING-COLLABORATIVE TRAINING	

67 of 72 Course IDs for CIS in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
CIS 1	INTRODUCTION TO COMPUTER SCIENCE	
CIS 2	COMPUTERS & SOCIETY	
CIS 12A	FUNDAMENTALS OF VISUAL BASIC.NET PROGRAMMING	<p><b>Finding</b> 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.</p> <p><b>Content</b> I will not change the process for this outcome requirement. I will continue to require that students create Use Case/Requirements documents.</p> <p><b>Method</b> I will continue to teach this course component early in the quarter.</p> <p><b>Assignment</b> I will continue to have students start to write programs the 3rd week of the course that require Use Case and Requirements documents.</p> <p><b>Evaluation</b> Grading of assignments the 3rd and subsequent weeks that require Use Case/Requirements documents attached to their programs.</p> <p><b>Current SLO</b> 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.</p> <p><b>Assessment.</b> Reviewed Assignment #2 and 3 for all students in ETUDES</p> <p><b>Other</b> Gave individual feedback to all students based on the grading of their work.</p> <p><b>Resource</b> ETUDES feedback makes this very easy.</p> <p><b>Comments</b> No</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> 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.</p> <p><b>Method</b> The use of lesson modules and programming examples does teach short programs. I will add more extensive examples in the lesson modules to show multifunction solutions earlier in the class.</p> <p><b>Assignment</b> No change</p> <p><b>Evaluation</b> No change</p> <p><b>Current SLO</b> 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.</p> <p><b>Assessment.</b> 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.</p> <p><b>Resource</b> None</p> <p><b>Comments</b> None.</p>
CIS 12C	INTERMEDIATE VISUAL BASIC PROGRAMMING	
CIS 12D	ADVANCED VISUAL BASIC.NET FOR WINDOWS-BASED APPLICATIONS	
CIS 12W	DEVELOPING WEB APPLICATIONS WITH VISUAL BASIC.NET	
CIS 15A	COMPUTER SCIENCE I: C++	<p><b>Finding</b> Students produced a wide variety of solutions based on the assignment specification and guidelines. In the majority of cases (&gt; 80% in one section of the course) it was easy to confirm whether or not the submission met the all specifications and, especially, guidelines by looking at the submitted program run (output), and in these cases the instructor could assign a grade for this aspect of the assignment. In some cases, (20% in one</p>

section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the specification and given set of guidelines.

**Content** Expand that material which discusses program guidelines.

**Method** Add examples emphasizing how a programmer correctly interprets specification while meeting guidelines and then demonstrate that the program meets the those guidelines.

**Assignment** Add a statement in each assignment reminding students of the importance of interpreting the stated specification while meeting the general guidelines.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None.

**Resource** None needed.

**Comments** No.

### *Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. Over 50% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 25% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 25% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of each tool to its target use.

**Method** Add examples emphasizing how a programmer chooses the proper language tool for the job.

**Assignment** Provide hints in the assignment to guide the student to the best tools for that particular project.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** None needed.

**Comments** No.

CIS 15B	COMPUTER SCIENCE II: C++	
CIS 15C	COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS C++	
CIS 15D	DESIGNING WITH C++ CLASSES	No SLO record.
CIS 15P	C++ FOR PROGRAMMERS	
CIS 18	DISCRETE MATHEMATICS	
CIS 19A	INTRODUCTION TO PROGRAMMING WITH C#	
CIS 19K	USER INTERFACE DESIGN WITH EXPRESSIONS BLEND	
CIS 19L	WINDOWS COMMUNICATION FOUNDATION (WCF) INTRODUCTION	No SLO record.
CIS 19P	ADVANCED PROGRAMMING WITH C#	
CIS 19W	DEVELOPING WEB APPLICATIONS	
CIS 25A	PROGRAMMING IN C	
CIS 25B	ADVANCED PROGRAMMING IN C	
CIS 27A	COMPUTER SCIENCE I: JAVA	

**Finding** Students produced a wide variety of solutions based on the assignment specification and guidelines. In the majority of cases (> 80% in one section of the course) it was easy to confirm whether or not the submission met 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. In some cases, (20% in one section) students did not carefully apply the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met the

specification and given set of guidelines.

**Content** Expand that material which discusses program guidelines.

**Method** Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets the those guidelines.

**Assignment** Add examples emphasizing how a programmer correctly interprets specification while meeting guidelines and then demonstrate that the program meets the those guidelines.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No.

**Comments** No.

#### *Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. Over 60% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 25% (in one section) were able to make the program function but in a way that used inefficient or inappropriate language tools. Another 15% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of each tool to its target use.

**Method** Add examples emphasizing how a programmer chooses the proper language tool for the job.

**Assignment** Provide hints in the assignment to guide the student to the best tools for that particular project.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** None needed.

**Comments** No.

#### CIS 27B COMPUTER SCIENCE II: JAVA

**Finding** Students produced a wide variety of solutions based on the assignment specification. In the majority of cases (> 90% in one section of the course) it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could issue a grade for this aspect of the assignment. In some cases, (10% in one section) students did not carefully test their program and so either instructor had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

**Content** Expand that material which discusses program specification and testing.

**Method** Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets the those guidelines.

**Assignment** Add a statement in each assignment reminding students of the importance of interpreting the stated specification and also demonstrating that the program meets that specification.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None needed.

**Comments** No.

#### *Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Over 75% (in one section) used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Approximately 20% (in one section) were able to make the program function but in a way that used inefficient or inadequate use of object orientation or modularity. Another 5% had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of object-orientation and modularity to program design.

**Method** Add examples emphasizing how a programmer applies object-orientation and modularity to program design.

**Assignment** Provide hints in the assignment to guide the student about use of object-orientation and modularity for that particular project.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** None needed.

**Comments** No.

CIS 27C	COMPUTER SCIENCE III: DATA STRUCTURES & ALGORITHMS IN JAVA	
CIS 27D	JAVA ADVANCED FEATURES	No SLO record.
CIS 27P	JAVA FOR PROGRAMMERS	

**Finding** Students produced a wide variety of solutions based on the assignment specification. In the majority of cases it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could issue a grade for this aspect of the assignment. In some cases students did not carefully test their program and so either instructor had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.

**Content** Expand that material which discusses program specification and testing.

**Method** Add examples emphasizing how a programmer correctly interprets guidelines and then demonstrate that the program meets the those guidelines.

**Assignment** Add a statement in each assignment reminding students of the importance of interpreting the stated specification and also demonstrating that the program meets that specification.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** No.

**Resource** No.

**Comments** No.

#### *Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate modularity and object orientation into assignments. Most students used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. Some were able to make the program function but in a way that used inefficient or inadequate use of object orientation or modularity. A few had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** Expand that material which discusses the application of object-orientation and modularity to program design.

**Method** Add examples emphasizing how a programmer applies object-orientation and modularity to program design.

**Assignment** Provide hints in the assignment to guide the student about use of object-orientation and modularity for that particular project.



Evaluation None.  
 Current SLO None.  
 Assessment. None.  
 Other None.  
 Resource No.  
 Comments No.

CIS 30               SELECTED TOPICS IN PROGRAMMING TECHNOLOGY  
 CIS 50A             USING THE COMPUTER: PC (WINDOWS)  
 CIS 51A             PREPARATION FOR TECHNOLOGY CAREERS  
 CIS 51C             WORKPLACE PRINCIPLES & PRACTICES  
 CIS 52A             INTRODUCTION TO DATA MANAGEMENT SYSTEMS

**Finding** The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply database concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create and manipulate tables in a database and generate forms and reports using a DBMS software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database knowledge is enhanced as a result of using the latest version of DBMS software, such as Microsoft ACCESS.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** No at this time.

**Comments** No.

CIS 52B             ORACLE SQL

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create, query and manipulate tables in a database using Oracle software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle SQL knowledge is enhanced as a result of using the latest version of Oracle software.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to use DDL to create and manage other schema objects in a database with an Oracle software. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle SQL knowledge is enhanced as a result of using the latest version of Oracle software.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

### CIS 52C DATABASE MODELING & RELATIONAL DATABASE DESIGN

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to draw ER diagrams. Students get feedback based on the ER diagrams generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' knowledge of ER diagramming is enhanced as a result of using a database modeling tool.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The capstone hands-on assessment technique works well in this course because it demonstrates students' ability to integrate everything they learned in this course to create their own database design project. Students get feedback on their project and if there are concepts they did not understand, they can go back and review them. In addition, the students' knowledge in creating their own database design project is enhanced as a result of using a database modeling tool.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

### CIS 52E ORACLE DATABASE ADMINISTRATION I

**Finding** The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply database administration concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational Oracle database and properly manage and maintain the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### CIS 52F ORACLE DATABASE ADMINISTRATION II

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to perform backup and recover of an Oracle database using various administration tools. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to configure an Oracle database for better performance. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Oracle.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

CIS 52J ORACLE: PROGRAM WITH PL/SQL

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create PL/SQL blocks of application code. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PL/SQL knowledge is enhanced as a result of using the latest version of Oracle.  
**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

*Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to develop, create and manage PL/SQL stored program units. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Oracle PL/SQL knowledge is enhanced as a result of using the latest version of Oracle.  
**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

CIS 52K ORACLE FORMS DEVELOPER: BUILD INTERNET APPLICATIONS

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to build, test, debug and deploy interactive Internet applications. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.  
**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

*Second Reflection set*

- Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to develop a sample application from the ground up working in a GUI environment. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database developer knowledge is enhanced as a result of using the latest version of Oracle Developer software.
- Content** No changes needed at this time because format is working fine. Results are on track.
- Method** No changes needed at this time because format is working fine. Results are on track.
- Assignment** No changes needed at this time because format is working fine. Results are on track.
- Evaluation** No changes needed at this time because format is working fine. Results are on track.
- Current SLO** No changes needed at this time because format is working fine. Results are on track.
- Assessment.** No changes needed at this time because format is working fine. Results are on track.
- Other** No changes needed at this time because format is working fine. Results are on track.
- Resource** Not at this time.
- Comments** No.

## CIS 52N      PHP &amp; MYSQL

- Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to write simple to intermediate programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP knowledge is enhanced as a result of using the latest version of open source software such as WAMPSEVER, MAMP, XAMPP, etc.
- Content** No changes needed at this time because format is working fine. Results are on track.
- Method** No changes needed at this time because format is working fine. Results are on track.
- Assignment** No changes needed at this time because format is working fine. Results are on track.
- Evaluation** No changes needed at this time because format is working fine. Results are on track.
- Current SLO** No changes needed at this time because format is working fine. Results are on track.
- Assessment.** No changes needed at this time because format is working fine. Results are on track.
- Other** No changes needed at this time because format is working fine. Results are on track.
- Resource** Not at this time.
- Comments** No.

*Second Reflection set*

- Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to generate powerful, database-driven dynamic websites using PHP and MySQL. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software such as WAMPSEVER, MAMP, XAMPP, etc.
- Content** No changes needed at this time because format is working fine. Results are on track.
- Method** No changes needed at this time because format is working fine. Results are on track.
- Assignment** No changes needed at this time because format is working fine. Results are on track.
- Evaluation** No changes needed at this time because format is working fine. Results are on track.
- Current SLO** No changes needed at this time because format is working fine. Results are on track.
- Assessment.** No changes needed at this time because format is working fine. Results are on track.
- Other** No changes needed at this time because format is working fine. Results are on track.
- Resource** Not at this time.
- Comments** No.

## CIS 52P      PHP PROGRAMMING

- Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to write advanced programs using PHP. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP knowledge is enhanced as a



result of using the latest version of open source software, such as WAMPSEVER, MAMP, XAMPP, etc.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

### *Second Reflection set*

**Finding** The hands-on capstone assessment technique works well in this course because it demonstrates students' ability to integrate everything they have learned in PHP and MySQL to create their own database-driven dynamic website. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' PHP and MySQL knowledge is enhanced as a result of using the latest version of open source software, such as WAMPSEVER, MAMP, XAMPP, etc.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

## CIS 52Q      MYSQL: IN-DEPTH

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create an operational MySQL database and properly maintain and manage the various structures. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to perform database administration functions on a MySQL database. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' MySQL database knowledge is enhanced as a result of using the latest version of MySQL.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

CIS 54C                      MICROSOFT SQL SERVER DATABASE DEVELOPMENT & DESIGN

**Finding** The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to apply Microsoft SQL Server database design concepts in comprehending the materials they read from the book and other online resources. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

*Second Reflection set*

**Finding** The multiple-choice and T/F assessment technique works well in this course because it demonstrates students' ability to design queries and the database for optimal performance. Students get immediate feedback and if there are concepts they did not understand, they can go back and review them.

**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

CIS 54D                      MICROSOFT SQL SERVER IMPLEMENTATION & MAINTENANCE

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to install and configure Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

**Content** No changes needed at this time because format is working fine. Results are on track.  
**Method** No changes needed at this time because format is working fine. Results are on track.  
**Assignment** No changes needed at this time because format is working fine. Results are on track.  
**Evaluation** No changes needed at this time because format is working fine. Results are on track.  
**Current SLO** No changes needed at this time because format is working fine. Results are on track.  
**Assessment.** No changes needed at this time because format is working fine. Results are on track.  
**Other** No changes needed at this time because format is working fine. Results are on track.  
**Resource** Not at this time.  
**Comments** No.

*Second Reflection set*



**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to manage, maintain and monitor Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### CIS 54E MICROSOFT SQL SERVER DATABASE ADMINISTRATION

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to monitor and troubleshoot queries, databases and servers. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

#### *Second Reflection set*

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to optimize database server infrastructure using Microsoft SQL Server. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' database administration knowledge is enhanced as a result of using the latest version of Microsoft SQL Server.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

CIS 55A	INTRODUCTION TO GAMES
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

No SLO record.

CIS 61Y	INFORMATICS PROJECTS	No SLO record.
CIS 61Z	INFORMATICS PROJECTS	No SLO record.
CIS 62A	DATA WAREHOUSING & WEB MINING	
CIS 63A	SYSTEMS ANALYSIS, DESIGN & HUMAN INTERFACE	
CIS 63A1	SYSTEMS ANALYSIS & DESIGN	
CIS 63B	DESIGN & ANALYSIS FOR INFORMATICS RESEARCH	
CIS 64A	COMPUTERIZED ACCOUNTING PRACTICE	No SLO record.
CIS 64B	COMPUTERIZED ACCOUNTING: SPREADSHEET	No SLO record.
CIS 68A	INTRODUCTION TO LINUX & UNIX	

**Finding** 1. The problem-solving process is good because students get hands-on experience with the login screen and the command line interface in Linux or Unix.  
 2. The outcome was measurable as the commands and results are corrected.  
 3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.  
 4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.  
 5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.

**Other** None at this time because the process is working out well.

**Resource** Not at this time

**Comments** Not at this time

#### *Second Reflection set*

**Finding** 1. The problem-solving process is good because students get hands-on experience with essential commands at command line interface in Linux or Unix and are able to interpret the results correctly.  
 2. The outcome was measurable as the commands and results are corrected.  
 3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.  
 4. The assessment can be used in other courses that ask students to execute commands at an operating system command line interface.  
 5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.

**Other** None at this time because the process is working out well.

**Resource** None at this time because the process is working out well.

**Comments** None at this time because the process is working out well.

CIS 68B	LINUX & UNIX SHELL PROGRAMMING
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**Finding** 1. The problem-solving process is good because students get hands-on experience with the writing bash scripts in Linux or Unix.  
 2. The outcome was measurable as the scripts and results are corrected.  
 3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.  
 4. The assessment can be used in other courses that ask students to write computer programs.  
 5. Students' knowledge enhanced as a result of writing shell scripts in Linux to solve

problems and meet requirements.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.v

**Other** None at this time because the process is working out well.

**Resource** None at this time because the process is working out well.

**Comments** None at this time because the process is working out well.

### *Second Reflection set*

**Finding** 1. The problem-solving process is good because students get hands-on experience with reading and editing bash scripts in Linux or Unix.

2. The outcome was measurable as the scripts and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the scripts to get the correct output.

4. The assessment can be used in other courses that ask students to modify computer programs.

5. Students' knowledge enhanced as a result of editing shell scripts in Linux to solve problems and meet requirements.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.

**Other** None at this time because the process is working out well.

**Resource** None at this time because the process is working out well.

**Comments** None at this time because the process is working out well.

## CIS 68C1 LINUX & UNIX SYSTEM ADMINISTRATION

**Finding** 1. The problem-solving process is good because students get hands-on experience with the boot process in Linux or Unix.

2. The outcome was measurable as the commands and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.

4. The assessment can be used in other courses that ask students to manage the boot process of an operating system using a command line interface.

5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.

**Other** None at this time because the process is working out well.

**Resource** None at this time because the process is working out well.

**Comments** None at this time because the process is working out well.

### *Second Reflection set*

**Finding** 1. The problem-solving process is good because students get hands-on experience with creating and managing users and groups in Linux or Unix.

2. The outcome was measurable as the commands and results are corrected.

3. The assessment tool is good because students can see what needs to be done with the commands to get the correct output.

4. The assessment can be used in other courses that ask students to create and manage users and groups for an operating system using a command line interface.
5. Students' knowledge enhanced as a result of using commands in Linux to accomplish tasks.

**Content** None at this time because the process is working out well.

**Method** None at this time because the process is working out well.

**Assignment** None at this time because the process is working out well.

**Evaluation** None at this time because the process is working out well.

**Current SLO** None at this time because the process is working out well.

**Assessment.** None at this time because the process is working out well.

**Other** None at this time because the process is working out well.

**Resource** None at this time because the process is working out well.

**Comments** None at this time because the process is working out well.

CIS 68C2	LINUX & UNIX NETWORKING ADMINISTRATION	
CIS 68C3	UNIX NAME SERVICE ADMINISTRATION	No SLO record.
CIS 68E	PROGRAMMING IN PERL	
CIS 68H	BIOPERL PROGRAMMING FOR BIOINFORMATICS	No SLO record.
CIS 68K	INTRODUCTION TO PYTHON PROGRAMMING	
<b>Finding</b>	Students produced a wide variety of solutions based on the assignment specification. In the majority of cases it was easy to confirm whether or not the submission met the required guidelines by looking at the submitted program run (output), and in these cases the instructor could a grade for this aspect of the assignment. In some cases, students did not carefully test their program and so either I had to run the program on the student's behalf or the student had to resubmit before it was clear whether the program met the guidelines. Ultimately, every student who submitted a program received an evaluation on how well their program met given set of guidelines.	
<b>Content</b>	Stress the importance of writing programs that meet user specifications.	
<b>Method</b>	Tell stories of time wasted by engineers who program what they think the user wants instead of programming what the user says she wants.	
<b>Assignment</b>	give a few more hints about what the user wants	
<b>Evaluation</b>	same	
<b>Current SLO</b>	same	
<b>Assessment.</b>	none	
<b>Other</b>	none	
<b>Resource</b>	none	
<b>Comments</b>	none	

#### *Second Reflection set*

**Finding** Student programming projects demonstrated varying skills and abilities to synthesize appropriate language tools into assignments. The majority of the students used the tools in an extremely efficient way, demonstrating a good understanding of the examples presented in class. A minority of the students were able to make the program function but in a way that used inefficient or inappropriate language tools. A smaller minority had difficulty in applying the tools, efficiently or otherwise, in a way to meet certain requirements of the assignment.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

CIS 68L	INTERMEDIATE PYTHON PROGRAMMING
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CIS 68M	INTERMEDIATE PERL PROGRAMMING	
CIS 78	SOFTWARE ENGINEERING	
CIS 96	SPECIAL PROJECTS	No SLO record.
CIS 96X	SPECIAL PROJECTS	No SLO record.
CIS 96Y	SPECIAL PROJECTS	No SLO record.
CIS 102	COMPUTER KEYBOARDING SKILLS	No SLO record.
CIS 111	LEARNING-COLLABORATIVE TRAINING	

50 of 55 Course IDs for *CNET* in the Computers, Technology & Information Systems Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
CNET 50	INTRODUCTION TO COMPUTER NETWORKING	
	<b>Finding</b> Students needed more hands-on to master different types of networks and their uses.	
	<b>Content</b> Intergration of actual networking components into the curriculum.	
	<b>Method</b> Demonstration of network components integrated into a working real or virtual network.	
	<b>Assignment</b> Changes in reading assignments reflect content changes.	
	<b>Evaluation</b> Changes in test and quiz questions to reflect content change.	
	<b>Current SLO</b> The student will be able to identify and describe the various types of computer networks and their uses.	
	<b>Assessment.</b> Intergration of networking components began in the Spring 2009 quarter. Postive results indicated via student feedback, test and quiz results, and student interaction.	
	<b>Other</b> None	
	<b>Resource</b> Additional network components.	
	<b>Comments</b> No	
CNET 52A	INTRODUCTION TO COMPUTERS & INFORMATION COMMUNICATIONS TECHNOLOGY	No SLO record.
CNET 53A	INTRODUCTION TO NETWORK MANGEMENT	No SLO record.
CNET 53B	OPERATING JUNIPER ROUTERS IN THE ENTERPRISE	No SLO record.
CNET 53C	ADVANCED JUNIPER NETWORKS ROUTING IN THE ENTERPRISE	No SLO record.
CNET 53F	INFORMATION STORAGE MANAGEMENT	
CNET 53M	DESIGNING CISCO INTERNETWORKING SOLUTIONS	
CNET 53N	FUNDAMENTALS OF ENTERPRISE NETWORK DESIGN	No SLO record.
CNET 54A	NETWORKING FUNDAMENTALS & THE TCP/IP PROTOCOL SUITE (CCNA I)	
CNET 54B	ROUTING PROTOCOLS & CONCEPTS (CCNA II)	
CNET 54C	LAN SWITCHING & WIRELESS NETWORKS (CCNA III)	
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	No SLO record.
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	
	<b>Finding</b> Virtual PC is a application that allows operating systems to be installed into the virtual application. Students can now create individual networks with multiple communicating operating systems on each of their laboratory computers.	
	<b>Content</b> The conversion to Virtual PC began in the Spring 2009 quarter. Students are now able to complete all lab assignments on their individual workstations.	
	<b>Method</b> Individual instruction is accentuated. The instructor is able to view each students work, assist with problems, and track progress.	
	<b>Assignment</b> Instructor can now verify completion of individual lab modules.	
	<b>Evaluation</b> Changes in test and quiz questions are being made to reflect changes in course format.	
	<b>Current SLO</b> Students will be able to install and configure the Vista operating system.	
	<b>Assessment.</b> The conversion to Virtual PC format allows students to not only install a Vista operating system but to create a working network.	
	<b>Other</b> None	
	<b>Resource</b> No	
	<b>Comments</b> No	
CNET 75B	WINDOWS SERVER 2008 NETWORK INFRASTRUCTURE	
	<b>Finding</b> 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.	
	<b>Content</b> Individual text chapters on a particular subject now map to a laboratory module covering the same subject.	
	<b>Method</b> Reading is now reinforced by lecture and labs on the same subject.	
	<b>Assignment</b> Weekly assignments that now concentrate on one particular subject.	
	<b>Evaluation</b> Instructor can now work with individual students on their workstations ensuring procedures are followed and verify the lab work is completed.	
	<b>Current SLO</b> None	
	<b>Assessment.</b> 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.	
	<b>Other</b> None	
	<b>Resource</b> There is a possibility of integrating the Vitual PC environment into an online format. Additional resources needed are unknown. A pilot program would be needed to assess needs.	
	<b>Comments</b> No	
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

CNET 75D WINDOWS SERVER 2008 APPLICATION PLATFORMS  
 CNET 75E WINDOWS SERVER 2008 SERVER ADMINISTRATOR  
 CNET 75F WINDOWS SERVER 2008 ENTERPRISE ADMINISTRATION

- Finding** The Virtual PC application was installed on all student workstations in the spring quarter of 2009. Problems associated with hardware, software, cabling, and student grouping has been eliminated. The Virtual PC application was provided at no cost to the college and installed as part of the normal lab setup porcedures.
- Content** Each student designed, installed, and configured a working network with services in a virtual network environment.
- Method** The instructor can view work in progress on each student workstation. Problems can be addressed as they occur and student progress can be tracked.
- Assignment** Assignments are now based on individual modules that include a text reading assignment, lecture on the reading, and followed by a lab exercise.
- Evaluation** Student progress can now be tracked and evaluated by viewing the student's work in the virtual environment.
- Current SLO** No changes.
- Assessment.** Virtual PC has been an excellent addition to the course. It has enabled the student to design, implement, and test the design in a working network environment.
- Other** None.
- Resource** Potential implementation in an online format. Pilot would be necessary to test feasibility and costs.
- Comments** No.

CNET 75G	WINDOWS VISTA CLIENT ENTERPRISE SUPPORT TECHNICIANS	
CNET 75I	MICROSOFT WINDOWS 2007 EXCHANGE SERVER	No SLO record.
CNET 80A	SELECTED TOPICS IN NETWORK TECHNOLOGY	
CNET 80B	SELECTED TOPICS IN NETWORK TECHNOLOGY	
CNET 80C	SELECTED TOPICS IN NETWORK TECHNOLOGY	No SLO record.
CNET 95A	CABLE INSTALLATION & TERMINATION	
CNET 95G	NETWORK TESTING & TROUBLESHOOTING	No SLO record.
CNET 97A	A PRACTICUM IN ENTERPRISE SECURITY	No SLO record.
CNET 99	CNET PROJECT	No SLO record.



## CNET 112 LEARN TO BUILD YOUR OWN PC

**Finding** Students need regular encouragement to read the assigned textbook chapters, attend class regularly and stay engaged in the classroom discussions.

**Content** Adapt the content to reflect the latest technological advances in PCs and peripherals.

**Method** Assigned textbook chapters, lectures, demonstrations, field trips.

**Assignment** Assigned textbook chapters, Web-based research projects, in-class laboratory exercises.

**Evaluation** In-class quizzes, take-home quizzes, laboratory exercises, final exam.

**Current SLO** Identify the major modules comprising a PC.

**Assessment.** See D above.

**Other** None

**Resource** Laboratory with current PCs and peripherals.

**Comments** The need for the proper lab equipment and supplies.

*Second Reflection set*

**Finding** Many students need regular encouragement to stay current with the assignments, come to class each meeting day and regularly participate in class discussions.

**Content** Adjust content to stay current with the new advances in PC peripherals.

**Method** Lectures, demonstrations, lecture-in-lab.

**Assignment** Assigned textbook chapters, end-of-chapter exercises, Web-based research projects, field trips.

**Evaluation** In-class quizzes, take-home quizzes, laboratory exercises, final exam.

**Current SLO** Assigned textbook chapters, lectures and demonstrations.

**Assessment.** See D, above.

**Other** None

**Resource** Lecture/laboratory room with current PC peripherals.

**Comments** The need to stay current with the equipment.

## CNET 113 HOME TECHNOLOGY INTEGRATOR &amp; COMPTIA/CEDIA INSTALLER I No SLO record.

## CNET 116A INTRODUCTION TO PC ELECTRONICS &amp; THE COMMAND LINE (A+ PREP)

**Finding** 1. Most students successfully grasped the key ideas presented in the textbook and lecture material.

**Content** 1. Adjust course content to keep current with the latest hardware.

**Method** 1. Lecture, lab assignments, tours, exams.

**Assignment** 1. Textbook reading.  
2. Chapter exercises.  
3. Lab work and reports.  
4. Web-based research and reports.  
5. Research tours and reports.

**Evaluation** 1. In-class quizzes.  
2. Take-home quizzes.  
3. Reports.  
4. Comprehensive final exam.

**Current SLO** Use the key electrical and electronic terms and jargon of computers.

**Assessment.** See D above.

**Other** None.

**Resource** Access to modern equipment.

**Comments** A properly outfitted lab room.

*Second Reflection set*

**Finding** 1. Students who prepare in advance for performing the assigned lab activities are more successful doing the lab.  
2. Students who rush through the labs in class do worse on the exams.

**Content** 1. More encouragement to prepare for the assigned labs.  
2. More reminders to not rush through performing the assigned labs.

- Method** 1. Lecture on the lab work first.  
 2. Provide in-lab help for students.  
 3. Discuss the lab work after the students have completed the assigned labs and turned-in their reports.

**Assignment** Lab work.

- Evaluation** 1. Complete lab assignments on time.  
 2. Answer questions for each lab.

**Current SLO** Construct simple electronic breadboard circuits in the lab, and make measurements using a Digital Multimeter, (DMM).

**Assessment.** See D, above.

**Other** None.

- Resource** 1. A properly outfitted lab.  
 2. All the required tools and equipment to perform the lab activities.

**Comments** No

CNET 116B      WINDOWS INSTALLATION, UPGRADING & TROUBLESHOOTING  
 (A+ PREP)

**Finding** Students need reminding to go slowly and perform careful observation of the equipment.

**Content** Lecture on the importance of the work and the need to proceed carefully and not rush the assignment.

**Method** Lecture, in-lab help and demonstrations.

**Assignment** Textbook chapter assignments.  
 End of chapter exercises.  
 Web-based research.  
 Reports.

**Evaluation** In-class quizzes.  
 Take-home quizzes.  
 End of chapter quizzes.  
 Reports

**Current SLO** Examine each major module inside a PC.

**Assessment.** See D, above.

**Other** None

**Resource** A properly-equipped lab room.

**Comments** Modern PCs.

*Second Reflection set*

**Finding** Students need to study thoroughly the assigned material before attending class.

**Content** None

**Method** Lecture  
 Lab activities  
 Demonstration

**Assignment** Textbook chapters  
 End of chapter review questions  
 Lab activities  
 Reports

**Evaluation** In-class quizzes  
 Take-home quizzes  
 End of chapter review questions  
 Lab activities  
 Reports

**Current SLO** Describe the basic operation of each peripheral device.

**Assessment.** See D, above.

**Other** None

**Resource** Provide the lab room and equipment required.

**Comments** No.

CNET 118      OTI: WORK SKILLS IN A TECHNICAL SUPPORT ROLE

No SLO record.

CNET 119

BUSINESS SKILLS FOR SERVICE/SUPPORT & PROJECT  
MANAGEMENT15 of 18 Course IDs for CNSL in the Counseling and Student Services  
Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
CNSL 1	COLLEGE SUCCESS	
CNSL 2	COLLEGE & LIFE MANAGEMENT	
CNSL 50	INTRODUCTION TO COLLEGE	
	<i>Third Reflection set</i>	
	<b>Finding</b>	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.
	<b>Content</b>	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.
	<b>Method</b>	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.
	<b>Assignment</b>	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.
	<b>Evaluation</b>	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.
	<b>Current SLO</b>	None.
	<b>Assessment.</b>	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.
	<b>Other</b>	N/A
	<b>Resource</b>	N/A
	<b>Comments</b>	N/A
CNSL 51	PASS THE TORCH TRAINING: LEARNING STRATEGIES FOR STUDENTS PAIRED IN ONE-ON-ONE STUDY TEAMS	
CNSL 53	EFFECTIVE STUDY	
	<b>Finding</b>	Students were able to follow through with time management planning and calendars that they were instructed to keep for approximately 4 weeks.
	<b>Content</b>	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.
	<b>Method</b>	Same

**Assignment** Additional 2 weeks added to time management exercises for quarter.

**Evaluation** Two quizzes and an optional Research paper and final exam.

**Current SLO** Identification of time-management skills

**Resource** Make sure that students have calendars and or planners to carry out their goals for budgeting their personal and their educational commitments of time management.

**Comments** Not at this time.

### *Second Reflection set*

**Finding** The most important data that I found was that of meeting on a weekly basis and doing online: Many of the probationary and disqualified students wanted to not meet in a class room format because it was entirely too much for them to leave work (some worked in S.F. and had to get permission from bosses to leave to come to the class.

**Content** Course content is working, so no changes were going to be made with a possible exception of revising the research papers that are assigned quarterly to encourage reading and writing as a component of the study skills format.

**Method** Totally online. Instructor will request to attend seminars and redo online course instructions for the fall quarter that is given at ETUDES if this continues....Would like this to become part of schedule for the fall.

**Assignment** Assignments will be revised to meet the student's needs and Instructor will have to take a group census to see who would like to participate in using the Etudes communication on line instead of the instructors personal email address, or Foothill site. I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do. Students are encouraged to write and use grammar and syntax as the understanding of the English language.

**Evaluation** I like using the tests or quizzes for the course evaluations to make sure that the students are getting what they need to get. The research paper is a focal point to see what kind of writing the students are able to do.

The quizzes will stay the same no immediate changes needed. The students have done quite well with reading assignments and other homework that aid them in taking and passing the quizzes that are given in the CNSL 53 courses.

**Current SLO** None

**Assessment.** I think I want to reinvent the Buddy System Program for these students in the near future and have a special office hour for just the CNSL 53 students and assess how this increases student academic success.

**Other** N/A

**Resource** Further ETUDES training.

**Comments** N/A

## CNSL 72 STRESS, WELLNESS & COPING

**Finding** By reviewing the final papers that were submitted I found that the vast majority of students were able to identify and implement at least 3 of the coping skills. They also were able to describe their personal stressors and how these impacted his or her life. Out of 23 students, 3 students struggled to clearly meet this learning outcome.

**Content** No change needed

**Method** I will be more vigilant to personally interact with students earlier in the quarter that may be struggling with the material. I also will attempt to have students coach one another more often throughout the course as a way to increase knowledge and application of skills.

**Assignment** No change needed

**Evaluation** Although the results indicate little is needed in terms of changes, I am considering giving students the option to do a class presentation describing their use of coping skills and discussing their stressors in place of a final paper. It has come to my attention that students may have achieved the outcome above, but have difficulty with the medium that I use to present this outcome.

**Current SLO** No change needed

**Assessment.** No change needed

**Other** No change needed

**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

CNSL 85H	TRANSFER READINESS	
CNSL 86	INTRODUCTION TO LEADERSHIP	
CNSL 86LX	LEADERSHIP LABORATORY	No SLO record.
CNSL 86LY	LEADERSHIP LABORATORY	
CNSL 86LZ	LEADERSHIP LABORATORY	
CNSL 86X	LEADERSHIP: THEORIES, STYLES, & REALITIES	No SLO record.
CNSL 86Y	LEADERSHIP: THEORIES, STYLES, & REALITIES	No SLO record.
CNSL 87	LEADERSHIP: THEORIES & PRACTICES	
CNSL 88	LEADERSHIP: THEORIES, STYLES & REALITIES	
CNSL 89	ADVANCED LEADERSHIP: THEORIES, STYLES & REALITIES	
CNSL 90	INTRODUCTION TO ONLINE LEARNING	

**Finding** I found that only 1 student out of 22 students chose the incorrect answer for the assessment. I feel that the students demonstrated an understanding of the dental implications for the commonly prescribed drug chosen for the question.

**Content** Even though the students did well with achieving this SLO, I will incorporate more information concerning the implications of the usage of commonly prescribed drugs for the dental hygienist and how these drugs can affect dental hygiene care.

**Method** No changes needed in teaching methods

**Assignment** Assignments already address this SLO

**Evaluation** I will incorporate more questions on exams covering information related to the dental implications for commonly used medications. Since the students will more likely encounter patients taking these drugs, it will help them to be better prepared to provide comprehensive and safe treatment.

**Current SLO** I feel that the current SLO is still relevant.

**Assessment.** I feel that the current assessment for the SLO is still relevant.

**Other** None

**Resource** None needed.

**Comments** No

### *Second Reflection set*

**Finding** 50% of the students earned full credit (21 to 24 points) for forum activity. The rest earned from 0-18 based on the forum grading criteria. 15% did not pass the class due to marginal forum activity.

**Content** The course - a preparation for online learning requires that students learn and practice online interaction. No changes will be made at present

**Method** Lesson modules and assignments point to timely interaction in the ETUDES discussion forums. Students are reminded in announcements to post to the discussions. No changes will be made at present.

**Assignment** There are 9 assignments and 5 require interaction among class members for at least part of assignments. Since the feedback from students and their comments in the forums are generally positive no changes will be made at present.

**Evaluation** Students can see from the syllabus and class announcements that interaction is a course requirement. Weekly assignment feedback of their postings keeps students abreast of their work and grades. No changes will be made at present.

**Current SLO** Interact with class members online

**Assessment.** Students earn interaction points (up to 24 points - 24% of their grade) for interaction in the discussion forums. Instructor reviews postings and responses to the posting of others including a major online group activity.

**Other** N/A

**Resource** No

## Comments No

*Third Reflection set*

**Finding** The students used the required text and lesson modules which covered the broad range of components of online instruction. In addition, the ETUDES course management system offered several components such as chat, discussion forums, direct interaction with the instructor, use of on line library tools, etc. Based on the assignment completion of work by the students, most did well and achieved a high grade for the course. There were the 30% who did not complete the course. It was not a failing of the material but rather, they chose to stop attending and participating.

**Content** I will try to keep the retention of the class higher by asking the students who stopped attending why they stopped in case there was a problem with the content.

**Method** The teaching method seems to work at this point. As ETUDES evolves it allow for more technical sophistication.

**Assignment** I will not change the assignments at this point.

**Evaluation** The point system appears to work fine. There are no exams for this one unit class.

**Current SLO** Critically evaluate the components of online instruction

**Assessment.** This SLO is a critical part of the course. I will continue to use it

**Other** none at this point

**Resource** None at this point

**Comments** None at this point

*Forth Reflection set*

**Finding** Students have to be reminded to read the leasson module before posting. If not, they are not prepared for the discussion/interaction.

**Content** I now start the discussion with an approach I have used effectively (case study). It sets a template for the students to work off by creating a basic expectation of what to post.

**Method** Provide reading materials on the topic. Reinforce "critical" review of strategies and personal experiences. I do guided review of their postings. I may post short comments encouraging their participation. Minimal input.

**Assignment** The assignment (reading, posting, commenting on other posts) is 10% of their grade.

**Evaluation** Review of postings.

**Current SLO** Critically evaluate and discuss group learning strategies that could be effective in an online class.

**Assessment.** % of student participation and quality of postings.

**Other** None at this time

**Resource** No changes at this time

**Comments** This is an integral part of the course.

CNSL 175 EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS

**Finding** -The quiz results show that the majority of students are learning in a comprehensive manner about the benefits of EOPS/CARE.  
-Over 90% 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 and financial aid.

**Content** None.

**Method** The delivery of the information was enhanced by providing visuals on Power Point. I will continue to correct the quiz in class to discuss and clarify all important information.

**Assignment** None.

**Evaluation** None.

**Current SLO** None, SLO #1 is the foundation of the purpose of the course.

**Assessment.** None.

**Other** N/A

**Resource** -No additional resources needed  
-No changes suggested

**Comments** None.

27 of 21 Course IDs for COIN in the Computers, Technology & Information Systems Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
COIN 51	INTERNET TECHNOLOGY & APPLICATIONS: INTRODUCTION	<p><b>Finding</b> On student feedback, several mentioned that they didn't like reading from the book or reviewing/researching using Web sites, didn't want to participate in the Classroom discussions because they were not interested in reading what others post, and preferred hands-on activities.</p> <p><b>Content</b> The general content description still works, but we have moved from Web 1.0 to Web 2.0 and beyond, so each quarter we actively seek breaking tech trends from articles, product announcements, social media, and assignment activities/discussions so that everyone can contribute and learn from resources/other classmates.</p> <p><b>Method</b> As the class has been taught only online for several years, students will continue to self-select their resources based on what is covered in the text, supplementary websites, outside reading, and instructor-led discussions.</p> <p><b>Assignment</b> Each assignment will have more than one option choice, including reading/research /writing emphasis, website research emphasis, and/or media/video/external information emphasis, all of which lead to students going outside the book for updated information on changing technologies.</p> <p><b>Evaluation</b> There continue to be 3 tests (online interface/syllabus/basic computer skills; midterm on first 1/2 of course content; and final exam on last 1/2 of course content), several (optional/ungraded) self-quizzes throughout the quarter, a report with moderated discussion teach-in at mid quarter, and a simple HTML 2-page Website project. Additionally students self-evaluate their progress/practices at midterm and offer an exit interview about what worked and didn't work well in the class this quarter (used as a basis for quarterly updating).</p> <p><b>Current SLO</b> The student will use appropriate online searching tools and resources to find answers to hardware, software, and current Internet issues when working from remote locations.</p> <p><b>Assessment.</b> Still works fine.</p> <p><b>Other</b> Will be changing to a more updated book in the coming year.</p> <p><b>Resource</b> Social media is big, but credibility may be questionable; so while we investigate information received from tweets, feeds, blogs, etc., we triangulate with printed and credible online resources.</p> <p><b>Comments</b> Not at the moment</p>

#### *Second Reflection set*

- Finding** Most students LIKE using HTML, once they learn it. Problem is, this class is an OVERVIEW of HTML, while 2 subsequent classes deal ONLY with HTML! We have found that introducing HTML earlier in the quarter (right at midterm) and spacing it out over 4 weeks gives them time to explore and work on their projects the way they want to.
- Content** While the results from every class is different, the current class members were able to put together some pretty good beginning simple 2-page websites using basic HTML techniques and the list of grading criteria. Since all efforts are acknowledged, even those who didn't use all the recommended tags were given credit and all assignments receive instructor feedback and tips. No change is expected for this level of project in this class.
- Method** Using a variety of materials (2 chapters and appendix in text, 3 online tutorials, supplementary websites, and Classroom Discussions in ETUDES about HTML), students explore/teach themselves how to do simple HTML exercises on their own and report in twice on how they are doing (once in a check-in at midterm and once with the Project handed in). Students are encouraged to Private Message or e-mail instructor at any time if they are stuck. There is a thread on "Questions About the Class" that they may use to get tips/solutions from Classmates.



**Assignment** See B above. Students learn from tutorials and book and enrich with supplementary Web sites and Classroom Discussions. They submit 2 textbook chapter assignments dealing with HTML and Web page design, and then submit their Project the third month. There are, of course, other assignments on other topic areas of Internet apps and technologies while this self-learning is going on.

**Evaluation** There are some questions on the Final Exam about HTML tags, desirable aspects of Web page design, and what kinds of tech apps are used when creating Web pages.

**Current SLO** The student will use HTML tagging to create a simple 2-page project that includes text, picture, and formatting elements.

**Assessment.** Works OK so far, no complaints. Anybody who says that an HTML editor program (like Dreamweaver et al) is what should be used is encouraged to think more broadly about being in control of tagging/coding, being able to troubleshoot/debug HTML in the page source if you know the HTML "from scratch," and to keep things simple in COIN 51 because in COIN 61 they'll get the "professional version" of what to do!

**Other** Nothing right now

**Resource** Better, more current, comprehensive textbooks that have everything in them that we are studying, so that we don't have to scatter ourselves among our resources.

**Comments** Not right now.

COIN 56 E-BUSINESS

COIN 58 ELECTRONIC COMMERCE PROJECTS

COIN 61 PUBLISHING ON THE WEB USING HTML/XHTML

**Finding** Based on assignments, projects, tests and forum posts, students comprehend the basic tags and are able to successfully complete a variety of web pages and sites using the various tags. They use the W3C validator to check their work and to find errors and correct them.

**Content** No changes

**Method** Textual explanations  
diagrams and images  
audio and video explanations

**Assignment** Each assignment will be reviewed each term as per updates in web standards and for currency.

**Evaluation** 1 quiz

1 major project

A practical midterm which simulates a job experience

A comprehensive final exam

**Current SLO** Demonstrate knowledge of HTML/XHTML including all major tag types and attributes and current developmental standards to produce a well-formed, valid document.

**Assessment.** The assessment works as intended to verify student knowledge and competency with the latest web developmental standards.

**Other** Continue monitoring current literature for any updates or changes in standards.

**Resource** NO

**Comments** No

### *Second Reflection set*

**Finding** After practice, student understand the differences between local development and working on a remote server. They are able to use an FTP client to upload their files and transfer this knowledge to a variety of other FTP clients if necessary.

**Content** none

**Method** Textual explanations  
diagrams and images  
audio and video explanations

**Assignment** Each assignment requires students to FTP their work to their web site.

**Evaluation** 1 quiz

1 major project

A practical midterm which simulates a job experience

A comprehensive final exam

**Current SLO** Understand the concepts of local and remote development through the use of FTP.

**Assessment.** The assessment works as intended to verify student ability to successfully FTP their work to their campus web sites.

**Other** Continue monitoring current literature for any updates or changes in web standards or better software.

**Resource** No

**Comments** No

#### COIN 63 ADVANCED TOPICS IN WEB PUBLISHING

**Finding** Based on assignments, projects, tests and forum posts, students comprehend the various technologies and are able to successfully complete a variety of web pages and sites using the various technologies. They use various validators to check their work and to find errors and correct them.

**Content** No changes other than updating for currency.

**Method** Textual explanations  
Diagrams and images  
Audio and video explanations

**Assignment** Each assignment will be reviewed each term as per updates in new technologies, web standards and for currency.

**Evaluation** 1 quiz  
1 major project  
A practical midterm which simulates a job experience  
A comprehensive final exam

**Current SLO** Demonstrate knowledge of advanced web technologies which may include Cascading Style Sheets, CGI, JavaScript, dynamic HTML, XML, multimedia and other relevant technologies and current developmental standards to produce a well-formed, valid document.

**Assessment.** The assessment works as intended to verify student knowledge and competency with the latest web technologies and developmental standards.

**Other** Continue monitoring current literature for any updates or changes in new, relevant technologies and standards.

**Resource** No

**Comments** No

#### *Second Reflection set*

**Finding** After practice, student understand the differences between local development and working on a remote server. They are able to use an FTP client to upload their files and transfer this knowledge to a variety of other FTP clients if necessary.

**Content** none

**Method** Textual explanations  
diagrams and images  
audio and video explanations

**Assignment** Each assignment and several quizzes/tests require students to FTP their work to their web site.

**Evaluation** 1 quiz  
1 major project  
A practical midterm which simulates a job experience  
A comprehensive final exam

**Current SLO** Understand the concepts of local and remote development through the use of FTP.

**Assessment.** The assessment works as intended to verify student ability to successfully FTP their work to their campus web sites.

**Other** Continue monitoring current literature for any updates or changes in web standards or better software.

**Resource** No

**Comments** No

#### COIN 65 USING CASCADING STYLE SHEETS FOR DESIGN

#### COIN 66 APACHE WEB SERVER MANAGEMENT

#### COIN 67 RUBY ON RAILS - WEB APPLICATION DEVELOPMENT

**Finding** The hands-on assessment technique works well in this course because it demonstrates students' ability to create database-driven web applications using the Ruby language and the Rails framework. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Ruby on Rails knowledge is enhanced as a result of using the latest version of open source software, such as InstantRails.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No

### *Second Reflection set*

**Finding** The hands-on capstone assessment technique works well in this course because it demonstrates students' ability to create their own database-driven web applications using the Ruby language and the Rails framework. Students get immediate feedback based on the output generated and if there are concepts they did not understand, they can go back and review them. In addition, the students' Ruby on Rails knowledge is enhanced as a result of using the latest version of open source software, such as InstantRails.

**Content** No changes needed at this time because format is working fine. Results are on track.

**Method** No changes needed at this time because format is working fine. Results are on track.

**Assignment** No changes needed at this time because format is working fine. Results are on track.

**Evaluation** No changes needed at this time because format is working fine. Results are on track.

**Current SLO** No changes needed at this time because format is working fine. Results are on track.

**Assessment.** No changes needed at this time because format is working fine. Results are on track.

**Other** No changes needed at this time because format is working fine. Results are on track.

**Resource** Not at this time.

**Comments** No.

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)	
COIN 78B	INTERNET PROGRAMMING WITH XML	No SLO record.
COIN 78C	XML FOR INFORMATICS	
COIN 78D	USER INTERFACE DESIGN WITH EXPRESSION BLEND	
COIN 80	SELECTED TOPICS IN INTERNET TECHNOLOGY	No SLO record.
COIN 81	INTRODUCTION TO BIOINFORMATICS TOOLS & DATABASES	
COIN 82	IMAGES FOR THE WEB	
COIN 83	SOCIAL COMPUTING IN A GLOBAL CONTEXT	No SLO record.

16 of 24 Course IDs for **COMM** in the Fine Arts and Communication Division have SLOs Defined. **2009-2010**

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Course ID	Title	Reflections
COMM 1A	PUBLIC SPEAKING	

- Finding** Students indicate that the assigned processes of organizing data in a prescribed format for presentations enhances their critical thinking skills and enables them to become more organized in the writing of essays and term papers. When students receive written instructor feedback on the organizational lay out of their speeches they tend to gain confidence and improve in the preparation of future speeches.
- Content** Expand options for creating organizational strategies. Put greater emphasis on the importance and adaptation of such strategies to university coursework and professional careers.
- Method** Adapt organizational patterns to reflect a broader approach to different student learning styles and cultural diversity.
- Assignment** Additional work on outline preparation, such as submission of rough drafts for instructor feedback, in-class exercises and practice of various organizational methodology. Include self-assessments of students' own individual work.
- Evaluation** Incorporate quizzes and/or exams, if not already utilized.
- Current SLO** Fine as is.
- Assessment.** add: "...along with quizzes and/or exams on course material."
- Other** None
- Resource** Videos, DVD's and online sources of professional as well as informal speeches for students to view and analyze.
- Comments** No

### *Second Reflection set*

- Finding** When students prepare written evaluations of presentations, they gain insight into ways they can improve their own speeches. This assessment also provides student perspective on what the preparation of an evaluation entails and gives them the tools necessary for assessing the effectiveness of presentations going forward.
- Content** Include a variety of sample speech critiques for different types of speeches, e.g. persuasive, informative, demonstrative, etc.
- Method** Review speech evaluation strategies. Distribute and analyze sample speech critiques in groups and then discuss as a class.  
Have students work together in groups completing evaluation forms of professional speeches viewed in class followed by class discussion.
- Assignment** Have students critique their fellow students' speeches and their own speeches, as well as presentations outside of class, e.g. via the internet, on campus and/or in the community, if not already doing so.
- Evaluation** Evaluate students' written critiques in addition to speeches, outlines, exams, etc.
- Current SLO** Fine as is.
- Assessment.** No changes
- Other** None
- Resource** Videos, DVD's and internet sources of presentations for student evaluation.
- Comments** No

### COMM 1AH HONORS PUBLIC SPEAKING

- Finding** In an end-of-course survey, 75% of students reported increased confidence as a public speaker. 100% of students reported improved public speaking skills, and 50% reported increased enjoyment of public speaking.
- Content** None
- Method** Given that public speaking is the average person's greatest fear (according to the Book of Lists,) it may be too much to ask students to develop a "love" of public speaking. However, half the students reported such gains. Instructors should consider actively cultivating students' enjoyment of public speaking, perhaps by offering more ungraded "fun" speech activities throughout the quarter.
- Assignment** Ongoing self-assessments may encourage students to consider their own progress during (not just after) the course. Offering a small amount of credit for completing several self-assessments would be worthwhile.
- Evaluation** None
- Current SLO** None

**Assessment.** A scale-based survey, offered at the start and end of each course, would provide more hard data than the current open-ended end-of-course survey.

**Other** Create new scale-based survey for start and end of each course.

**Resource** No resources needed.

**Comments** N/A

*Second Reflection set*

**Finding** Student speeches improved throughout quarter, both in the areas of content and delivery. Students demonstrated excellent use of full oral citation of evidence. All students were able to organize and deliver effective speeches.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** N/A

**Resource** N/A

**Comments** N/A

COMM 1B ARGUMENTATION & PERSUASION

**Finding** In an end-of-course survey, 84% of students self-identified as having learned a lot about logical fallacies, and 88% of students self-identified as having gained a better understanding of how to critically evaluate an argument. Students scored an average of 96% on a lab assignment focused on critical analysis of a persuasive essay.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** N/A

**Comments** N/A

*Second Reflection set*

**Finding** In an end-of-course survey, 88% of students self-identified as having learned a lot about finding useful evidence. Students scored an average of 95% on a quiz focused on evidence and argument.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** N/A

**Resource** N/A

**Comments** N/A

COMM 1BH HONORS ARGUMENTATION & PERSUASION

**Finding** In an end-of-course survey, 80% of students self-identified as having learned a lot about logical fallacies, and 84% cited improvements in their ability to critically evaluate an argument. Students averaged 99% on a mid-quarter quiz focused exclusively on logical fallacies.

**Content** None

**Method** None

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, 86% of students self-identified as having learned a lot about finding useful evidence. The average grade for their persuasive speeches was 92%, and the score for the students' written critique of a classmate's speech averaged 98%.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other N/A  
 Resource N/A  
 Comments N/A

COMM 2 INTERPERSONAL COMMUNICATION

**Finding** The assessment strategy, "Submits quiz/examination for assessment" seems to work well. Students have indicated that the examination, comprised of multiple choice and T/F questions, offered the opportunity to expand and deepen their understanding of various patterns in interpersonal relationships. When students were given a written survey following the examination to measure their learning of various patterns in interpersonal relationships, most students indicated an improvement from "no understanding" or "little understanding" prior to taking the course, to "improved understanding" or "good understanding" following the completion of examination.

**Content** Expand on variations of patterns in interpersonal relationships. Put greater emphasis on the importance of understanding such patterns in the formulation and implementation of successful interpersonal relational strategies. Diversify interpersonal relational patterns to reflect a broader spectrum of gender and cultural differences.

**Method** Adopt enhanced assessment to both live and hybrid instructional environments.

**Assignment** Put greater emphasis on written assignments, class exercises, and student peer-feedback to strengthen understanding of interpersonal relational patterns. Facilitate organized review of material prior to examination.

**Evaluation** Continue to utilize examination as method of evaluation.

**Current SLO** Fine as is.

**Assessment.** Submits examination for assessment (delete quiz).

**Other** None.

**Resource** DVD's and on-line sources of patterns in interpersonal relationships for students to view, read, analyze, and comprehend.

**Comments** None.

*Second Reflection set*

**Finding** The assessment strategy of "prepare and deliver presentation" asks students to write papers which utilize communication patterns in interpersonal communication situations, then deliver their findings in class in the form of presentation. This strategy provides students with the opportunity to process and evaluate their ability to apply communication patterns effectively. Peer feedback which follows the presentation allows students to obtain and reflect on additional ways to implement effective communication patterns in interpersonal communication situations.

**Content** Include in the presentation assignment additional and more specific criteria for the utilization of communication patterns in interpersonal situations.

**Method** Further formalize the student peer-evaluation process by establishing additional standard criteria for evaluating student presentation.

**Assignment** Have students evaluate their fellow students' presentations, if not already doing so.

**Evaluation** Continue to evaluate student presentation.

**Current SLO** Fine as is.

**Assessment.** Possibly replace presentation with survey to obtain quantitative assessment.

**Other** None.

**Resource** Videos, DVD's, and on-line resources to assist in the preparation of student presentations.

**Comments** None.

### COMM 3 FUNDAMENTALS OF ORAL COMMUNICATION

**Finding** In an end-of-quarter survey, students self-identified as having been exposed to new, interesting and helpful information related to: group discussion (100%), gender and intercultural communication (81%), interpersonal communication (100%), and public speaking (100%).

**Content** While these results are excellent, additional emphasis can be placed on gender and intercultural communication in the course content.

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** N/A

**Resource** N/A

**Comments** N/A

#### *Second Reflection set*

**Finding** In an end-of-course survey, 100% of students self-identified as having gained new insights into communication dynamics, and 85% reported a gain in confidence in their own role in the communication process. Students scored an average of 93% in a series of 10 online laboratory assignments focused on communication analysis.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** N/A

**Resource** N/A

**Comments** N/A

### COMM 4 GROUP DISCUSSION

**Finding** Students become more knowledgeable about small group communication theory when quizzes and/or exams are given on course material. When students work together preparing outlines as a group, the outlines submitted for evaluation are better written. This finding reinforces the philosophy that peer learning and involvement are effective teaching tools. The results of the student evaluations of the course via the class survey were somewhat predictable. The majority of students enjoyed the group interactions and projects while a minority did not like the tests. The majority of students indicated that the material covered in the course is, and will continue to be, beneficial for their personal, professional and academic lives.

**Content** Include additional options for outlining techniques as well as information on how to create and conduct surveys.

**Method** Expand review of outlining techniques in class. Conduct additional in-class study sessions before exams. Provide and review sample surveys and survey techniques in class so students may see the value in conducting their own surveys while doing



research and collecting data for their projects. This approach can increase awareness of the importance of audience analysis and adaptation in the preparation of a persuasive message. Facilitate additional group work and interaction.

**Assignment** On the class survey, some students expressed frustration with the lab component of the class. With their busy lives it is challenging for students to schedule and attend 1.5 hours of on-campus lab hours per week. Both the online and in-person lab assignments have been described as challenging for students and faculty alike. Increasing the units for COMM004 from 4.5 to 5.0 beginning fall 2010 will eliminate the need for a .5 unit of lab work. Offering a hybrid version of the course (as of winter quarter 2010) enables students to review course material, submit assignments and takes tests online, allowing for more productive use of in-person class time and more flexibility in student schedules.

**Evaluation** On the class survey, it was suggested a list of class terms be added to the fill-in-the-blank portion of the objective exam. Considering the amount of course terminology covered during the quarter, including such a list is being considered.

**Current SLO** No changes at this time.

**Assessment.** Fine for now.

**Other** No

**Resource** Additional films, videos, DVD's and internet sources illustrating course concepts and group interactions for students to view and analyze.

**Comments** Not at this time.

F. The Assessment for the SLO

same

G. Other

none

### *Second Reflection set*

**Finding** Students who take the group discussion course tend to be more communicative apprehensive than those who take the public speaking course. Working with their fellow students on group projects seems to alleviate some of the anxiety students may have about giving a public presentation. The downside to group work is that students often face interpersonal, scheduling and time conflicts as well as disputes in the decision-making process. Learning to manage conflict effectively, however, is an important component of the learning experience in this class. The self reflection papers provide students insight into their own communication anxiety (if any) contributions (or lack thereof) to group work, conflict management (if needed) during group interactions and progress made and/or roadblocks faced as they develop skills in working with groups.

**Content** Include additional research on conflict resolution and stress management techniques.

**Method** In teaching conflict and stress management skills, conduct more class exercises, e.g. role-plays and discussions in which students work together to resolve specific real and/or hypothetical conflict situations. Inviting guest speakers to class who have expertise in the areas of stress and conflict management, such as campus counselors, would be helpful.

**Assignment** Have groups evaluate each other's presentations.

**Evaluation** Consider making peer evaluations part of the final grade.

**Current SLO** No changes at this time.

**Assessment.** No changes at this time.

**Other** No.

**Resource** Additional films, videos, DVD's and internet sources illustrating group interaction.

**Comments** No.

COMM 10

GENDER, COMMUNICATION & CULTURE

- Finding** Both assessment strategies effectively address the lived experience of gender groups in the United States. Students are able to verbally express their knowledge about gender groups as well as to write critically about those lived experiences.
- Content** Include additional and updated demographic information quarterly as changes occur in American society relating to gender.
- Method** Worked well but there is a need to allow a greater amount of time for students to engage in discussion and reply to questions in the lecture/discussion portion of the class.
- Assignment** The variety in types of assignments available to students (multiple choice exams, short reflection papers, research project, oral presentation of research, group based discussion and group based activities) enables them to demonstrate their knowledge of the subject matter in a multitude of ways. The use of multiple assignments will also serve an indicator for the instructor whether or not learning is taking place given that student must articulate their knowledge using a multitude of methods.
- Evaluation** Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.
- Current SLO** The current SLO captures the essence of what students should come away with after taking this course.
- Assessment.** The current assessment(s) is the best means of determining a student's level of knowledge regarding the subject matter.
- Other** Engage in collaborative efforts with other instructors within Communication and related disciplines regarding the SLO process and innovative ways to evaluate assessments.
- Resource** Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and support for domestic and international study program participation for both faculty and students.
- Comments** No

### *Second Reflection set*

- Finding** The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross gender communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other genders as well as indicates areas of needed improvement.
- Content** Given the success of the communication exchange, the use of personal testimony will now be required rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the gender experience of others, which improves one's ability to communicate across gendered lines.
- Method** Methods used provide ample opportunity for student driven discussion and the incorporation of a focus on personal testimony.
- Assignment** The assignments provide a litany of opportunities for students to share, reflect upon, and critically analyze their communication across gendered lines, which lead to greater understanding and possibilities for positive change.
- Evaluation** Update and augment exam questions and research topics as national demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.
- Current SLO** The current SLO captures the essence of the intended goal of this course.
- Assessment.** The current assessment(s) is the best means of determining a student's level of improvement regarding the subject matter.
- Other** To incorporate the requirement of personal testimony rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the gender experience of others, which improves one's ability to communicate across gendered lines.
- Resource** Institutional understanding and support for the incorporation of personal testimony as means to make sense of and theorize about the gendered world in which we live and the phenomenon of communication. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and domestic and international study program participation for both faculty and students.

## Comments No

## COMM 12 INTERCULTURAL COMMUNICATION

- Finding** Both assessment strategies effectively address the lived experience of cultural groups in the United States. Students are able to verbally express their knowledge about cultural groups as well as to write critically about those lived experiences.
- Content** Include additional and updated demographic information quarterly as changes occur in American society relating to culture.
- Method** Worked well but there is a need to allow a greater amount of time for students to engage in discussion and reply to questions in the lecture/discussion portion of the class.
- Assignment** The variety in types of assignments available to students (multiple choice exams, short reflection papers, research project, oral presentation of research, group based discussion and group based activities) enables them to demonstrate their knowledge of the subject matter in a multitude of ways. The use of multiple assignments will also serve an indicator for the instructor whether or not learning is taking place given that student must articulate their knowledge using a multitude of methods.
- Evaluation** Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.
- Current SLO** The current SLO captures the essence of what students should come away with after taking this course.
- Assessment.** The current assessment(s) is the best means of determining a student's level of knowledge regarding the subject matter.
- Other** Engage in collaborative efforts with other instructors within Communication and related disciplines regarding the SLO process and innovative ways to evaluate assessments.
- Resource** Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in cultural studies/activities, conference participation, guest speaker stipends, and domestic and international study program participation for both faculty and students.

## Comments No

*Second Reflection set*

- Finding** The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross cultural communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other cultures as well as indicates areas of needed improvement.
- Content** Given the success of the communication exchange, the use of personal testimony will now be required rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the cultural experience of others, which improves one's ability to communicate across cultural lines.
- Method** Methods used provide ample opportunity for student driven discussion and the incorporation of a focus on personal testimony.
- Assignment** The assignments provide a litany of opportunities for students to share, reflect upon, and critically analyze their communication across cultural lines, which lead to greater understanding and possibilities for positive change.
- Evaluation** Update and augment exam questions and research topics as national demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.
- Current SLO** The current SLO captures the essence of the intended goal of this course.
- Assessment.** The current assessment(s) is the best means of determining a student's level of improvement regarding the subject matter.
- Other** To incorporate the requirement of personal testimony rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the cultural experience of others, which improves one's ability to communicate across cultural lines.

**Resource** Institutional understanding and support for the incorporation of personal testimony as a means to make sense of and theorize about the cultural world in which we live and the phenomenon of communication. Funding for professional growth in cultural studies/activities, conference participation, guest speaker stipends, and domestic and international study program participation for both faculty and students.

**Comments** No.

COMM 34H	HONORS INSTITUTE SEMINAR IN COMMUNICATION STUDIES	No SLO record.
COMM 35	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 35X	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 35Y	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 35Z	DEPARTMENT HONORS PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 36	SPECIAL PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 36X	SPECIAL PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 36Y	SPECIAL PROJECTS IN COMMUNICATION STUDIES	No SLO record.
COMM 36Z	SPECIAL PROJECTS IN SPEECH	No SLO record.
COMM 54	INTERCOLLEGIATE SPEECH/DEBATE	

**Finding** All students prepared at least one individual speech appropriate for the intercollegiate circuit. Eight students actually competed in individual speech events (and others in debate) and four students won awards in individual speech, including one first place award.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** N/A

**Resource** N/A

**Comments** N/A

### *Second Reflection set*

**Finding** All students were assigned to evaluate and critique each other's speeches on a regular basis. Throughout the quarter, the critiques grew more detailed and more advanced in nature. Without exception, students learned to deliver appropriate oral and written constructive speech and/or debate critiques.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** N/A

**Resource** N/A

**Comments** N/A

COMM 55	CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE
COMM 190	DIRECTED STUDY
COMM 190X	DIRECTED STUDY
COMM 190Y	DIRECTED STUDY
COMM 190Z	DIRECTED STUDY

5 of 5 Course IDs for *CRLP* in the Counseling and Student Services Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
CRLP 55	LIFELONG LEARNING STRATEGIES <i>Third Reflection set</i>	
	<p><b>Finding</b> -Based on the lectures and group discussion, students seem to grasp the basic time management principles.            -Based on the weekly schedule assignment, they didn't quite understand how to apply these principles in their daily lives.            -Weekly schedules, in most cases, did not include much detail or students did not properly plan for study time.            -It seems that the proper application of time management principles comes with practice.</p> <p><b>Content</b> None.</p> <p><b>Method</b> Teaching method can be improved by adding more activities to practice each of the principles.</p> <p><b>Assignment</b> Need to include more homework activities.</p> <p><b>Evaluation</b> None.</p> <p><b>Current SLO</b> None, it's an important SLO for academic success and easiest to assess progress.</p> <p><b>Assessment.</b> Add more tools or activities to assess progress.</p> <p><b>Other</b> N/A</p> <p><b>Resource</b> -No additional resources needed            -No changes suggested</p> <p><b>Comments</b> -This course is only thought once a year (during the summer), and each year it is thought by a different instructor making it very difficult to assess progress in targeted SLOs.</p>	
CRLP 70	SELF-ASSESSMENT	
	<p><b>Finding</b> The overall quality of the student responses in their assignment to examine their assessment results from the SII and MBTI is interesting. It is always interesting to find out whether students find these assessments helpful to them, while understanding it's the instructor's responsibility to present the assessments as simply learning tools and not the magical solution to their career direction. In this case, there were about 80% who found the assessment results to be helpful. The remaining 20% were neutral about their results, mainly indicating that they already knew about what the results revealed.</p> <p><b>Content</b> Given that this is the first time this study is done, the data will be used as a baseline to assess any future changes to be made to the content of the course. Ex. Perhaps reinstituting the ENGL1A prerequisite requirement.</p> <p><b>Method</b> Compare the retention rates of students, the timing of withdrawals, with other online instructors for online teaching, to perhaps restructure assignments to balance the workload of students at crucial times (like first weeks, midterms, finals, etc.)</p> <p>Add more information about expectations that students should have about assessments. Information, would allow students to consider additional ways these assessments can be used in an educational way versus looking at the results in a strictly black-and-white fashion.</p> <p><b>Assignment</b> CRLP70 instructors to confer to decide on the appropriate number and level of writing assignments. Also, explore other means (besides written papers) of assessing students' understanding of the SII and MBTI as relating to their self-analysis and career decision-making.</p> <p><b>Evaluation</b> No change any of the course evaluations procedures at this time.</p> <p><b>Current SLO</b> N/A</p> <p><b>Assessment.</b> For this SLO project, the Strong Interest Inventory (SII) and Myeres-Briggs Temperament Inventory (MBTI) tests were used.</p> <p><b>Other</b> N/A</p>	

**Resource** Having the CRLP 70 instructors meet once a quarter to share best practices would make the classes better.

**Comments** No.

#### CRLP 71 EXPLORING CAREER FIELDS

**Finding** Students were very animated from the results of their assessments including the Eureka, Keirsey and other interest assessment tools. Seventy five percent of the class summarized that their assessment results were in accordance with their initial career interests. The assessments reified their interests. The remaining were surprised at the results and were encouraged to do further introspection on their careers

**Content** No changes.

**Method** Will continue to give the lesson modules on interest and aptitudes early in the quarter as a building block for subsequent work of the course.

**Assignment** Requiring that students write about their experiences and introspections on interests from the assessments gives good feedback to the instructor and allows the instructor to give students individual feedback on what to do next based on the summaries written.

**Evaluation** Written summaries.

**Current SLO** Assess areas of career interest using several career assessment instruments. Summarization of career assessment instruments as they relate to the student's interests before taking the assessments.

**Assessment.** Written summaries

**Other** None

**Resource** Etudes Assignment area is excellent for this.

**Comments** no

#### *Second Reflection set*

**Finding** Students tended to agree or disagree with the findings but disagreement not to the extent of interest inventories. One of the assessments, a "Words" exercise where they pick 5-10 words that best describe their skills and abilities is generally completed by 100% of the students. Feedback suggests that they like this exercise.

**Content** Will continue to use Words and other skill assessments.

**Method** Lesson module on aptitude development along with related exercises.

**Assignment** Reading and writing assignment. Represents 10% of the grade.

**Evaluation** Assignment completion and student comments.

**Current SLO** Assess areas of career aptitude using several career aptitude instruments

**Assessment.** Assignment completion and feedback

**Other** None

**Resource** No

**Comments** No

#### CRLP 73 EFFECTIVE RESUME WRITING

**Finding** Students with a good command of English had no problem following the lesson module and cover letter templates. It was noted that 2 students who had trouble with most of the topics appeared to be ESL learners.

**Content** Will continue to encourage that students be at the ESL 25 level for this class.

**Method** Lesson Module on cover letter usage and preparation. Examples provided.

**Assignment** Students create 2 cover letters (solicited and unsolicited) based on want ads they provide with the assignment.

**Evaluation** grade assignment with feedback

**Current SLO** Create a flawless solicited and unsolicited cover letter for a desired position description using posted guidelines.

**Assessment.** Grade the assignment and give feedback

**Other** N/A

**Resource** No

**Comments** No

#### *Second Reflection set*

**Finding** 75% of the student completing the course created excellent resumes using the process outlined in the course. Students with limited English skills did a poor job understanding the course resulting in poor resumes. About 10 percent of students appeared to take the course for unit value only and did a poor job with the process. One student did not want to share any resume items with others in the class. Working as a group is a requirement of the class. Accordingly she did not pass the class even though she produced a good resume.

**Content** I may need to require an English advisory.

**Method** I may need to make it more pronounced that the course uses a group process of review of resume components

**Assignment** No changes

**Evaluation** Review of forum activity among class members and grading and feedback of cover letters, and resume components will not change. It seems to work for those who have a commitment to do the work of the class.

**Current SLO** Create a flawless targeted resume using guidelines established in the class.

**Assessment.** Grading and feedback of final resumes

**Other** N/A

**Resource** None

**Comments** No

### *Third Reflection set*

**Finding** Dichotomy in the class. 1/2 did and extensive job; 1/2 did a "C" effort.

**Content** Provide more "A" type examples and the importance of where that resume goes.

**Method** SLO is based on the previous work of the class. The students puts together the earlier pieces (resume, cover letter as part of a job search plan. Reviewed with feedback.

**Assignment** Assignment coordinates with the cover letter and resume worth 10% of the grade.

**Evaluation** Grade the plan and give feedback

**Current SLO** Create a written job search plan.

**Assessment.** Grade the paper

**Other** none

**Resource** no

**Comments** no

### CRLP 74 SUCCESSFUL INTERVIEWING TECHNIQUES

**Finding** Students seemed to have no problem visiting a library but 20% needed extra time to do the assignment. Ten percent tried to use online libraries even though I indicated that they must visit a library and work with a librarian

**Content** Allow an extra week for assignment completion. Reinforce that they must visit a library and provide the name of the librarian they worked with.

**Method** Slight rewrite of lesson assignment to reinforce visiting a physical library or, better, Make an announcement in the class announcement section of ETUDES

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

10 of 8 Course IDs for *CRWR* in the Language Arts Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
CRWR 6	INTRODUCTION TO CREATIVE WRITING	
CRWR 34H	HONORS INSTITUTE SEMINAR IN CREATIVE WRITING	No SLO record.
CRWR 36C	SCREENPLAY WRITING	No SLO record.
CRWR 39A	INTRODUCTION TO SHORT FICTION WRITING	



**Finding** Lack of focus on plot. Students were good at dialogue and figurative language.

**Content** More exercises on time and place assignments (plot)

**Method** Bring in more examples of plot elements and also breakdowns of stories

**Assignment** No

**Evaluation** No

**Current SLO** No

**Assessment.** No

**Other** The media and resources should be expanded. We'd like a smart classroom.

**Resource** Access to smart classroom

**Comments** No

#### CRWR 39B ADVANCED SHORT FICTION WRITING

**Finding** The media and resources should be expanded. We'd like a smart classroom.

**Content** More exercises on time and place assignments (plot)

**Method** More exercises on time and place assignments (plot)

**Assignment** No

**Evaluation** No

**Current SLO** No

**Assessment.** No

**Other** No

**Resource** The media and resources should be expanded. We'd like a smart classroom.

**Comments** No

#### CRWR 40 INTRODUCTION TO WRITING THE NOVEL

#### CRWR 41A POETRY WRITING

**Finding** Voice and tone contribute a huge deal whether or not the other elements of craft are used effectively. Originality seems more central to a good assignment.

**Content** More examples, discussion of voice, tone and discussion early on

**Method** Classwide practice workshop of sample poems that illustrate various degrees of voice and tone.

**Assignment** Clear language about voice and tone

**Evaluation** No

**Current SLO** No

**Assessment.** No

**Other** No

**Resource** Access to smart classrooms and additional media to showcase course content, and funding for guest speakers to demonstrate mastery of content. A media library for course content would be useful

**Comments** No

#### CRWR 41B ADVANCED POETRY WRITING

**Finding** Voice and tone contribute a huge deal whether or not the other elements of craft are used effectively. Originality seems more central to a good assignment.

**Content** More examples, discussion of voice, tone and discussion early on

**Method** Classwide practice workshop of sample poems that illustrate various degrees of voice and tone.

**Assignment** Clear language about voice and tone

**Evaluation** No

**Current SLO** No

**Assessment.** No

**Other** No

**Resource** Access to smart classrooms and additional media to showcase course content, and funding for guest speakers to demonstrate mastery of content. A media library for course content

**Comments** No

28 of 19 Course IDs for CWE in the Computers, Technology & Information Systems Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
CWE 55	OCCUPATIONAL WORK EXPERIENCE	<p><b>Finding</b> 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.</p> <p><b>Content</b> Implementation of a pre-assessment activity to establish students' work-readiness level.</p> <p><b>Method</b> 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.</p> <p><b>Assignment</b> An array of work readiness, communication and interpersonal skills building exercises.</p> <p><b>Evaluation</b> A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises.</p> <p><b>Current SLO</b> none</p> <p><b>Assessment.</b> The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.</p> <p><b>Other</b> 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.</p> <p><b>Resource</b> 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.</p> <p><b>Comments</b> 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.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> 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".</p> <p><b>Method</b> 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.</p> <p><b>Assignment</b> An array of work readiness, communication, interpersonal skills, esectronic applications skills, and transferrable skills exercises.</p> <p><b>Evaluation</b> A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.</p> <p><b>Current SLO</b> none</p> <p><b>Assessment.</b> The SLO is valid and appropriate for CWE students in order to be prepared for the world of work</p> <p><b>Other</b> 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.</p> <p><b>Resource</b> 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.</p> <p><b>Comments</b> 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.</p> <p><i>Third Reflection set</i></p>

- Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and possible career paths for future career development.
- Content** Implementation of a pre-assessment activity to establish students' work-readiness level.
- Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.
- Assignment** An array of work readiness, job retention, career development and life long learning exercises.
- Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.
- Current SLO** none
- Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.
- Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to web site.
- Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.
- Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

#### *Forth Reflection set*

- Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.
- Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies.
- Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities.
- Assignment** A mid-term report will be required with specific questions on assignments about job skills needed for the students' industry, research on electronic applications, new emerging technologies and life long learning opportunities.
- Evaluation** A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electroic 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 learningg skills, and changes to web site.
- Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.
- Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

CWE 55A                      OCCUPATIONAL WORK EXPERIENCE

**Finding** CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

**Assignment** An array of work readiness, communication and interpersonal skills building exercises.

**Evaluation** A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

#### *Second Reflection set*

**Finding** The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

**Assignment** An array of work readiness, communication, interpersonal skills, eselectronic applications skills, and transferrable skills exercises.

**Evaluation** A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55A course relevant and pertinent to the student and the employer.

#### *Third Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and possible career paths for future career development.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

**Assignment** An array of work readiness, job retention, career development and life long learning exercises.

**Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

#### *Forth Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities

**Assignment** A mid-term report will be required with specific questions on assignments about job skills needed for the students' industry, research on electronic applications, new emerging technologies and life long learning opportunities.

**Evaluation** A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electronic skills needed for career enhancement/emerging technologies and life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum. emerging educational information technologies, and life long learning skills, and changes to web site

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55A course relevant and pertinent to the student and the employer.

#### CWE 55B OCCUPATIONAL WORK EXPERIENCE

**Finding** CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

**Assignment** An array of work readiness, communication and interpersonal skills building exercises

**Evaluation** A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other** Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to CWE web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55B course relevant and pertinent to the student and the employer

### *Second Reflection set*

**Finding** The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

**Assignment** A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills

**Evaluation** A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55B course relevant and pertinent to the student and the employer

### *Third Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and possible career paths for future career development.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

**Assignment** An array of work readiness, job retention, career development and life long learning exercises.

**Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.



**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to CWE web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

#### *Forth Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities

**Assignment** An array of work readiness, job retention, career development and life long learning exercises.

**Evaluation** A mid-term report will be required with specific questions on assignments about job skills needed for the students' industry, research on electronic applications, new emerging technologies and life long learning opportunities

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skill and changes to CWE web site.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55B course relevant and pertinent to the student and the employer

#### CWE 55C OCCUPATIONAL WORK EXPERIENCE

**Finding** CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

**Assignment** An array of work readiness, communication and interpersonal skills building exercises

**Evaluation** A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.



**Other** Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer.

#### *Second Reflection set*

**Finding** The CWE students' Learning Objective(s) are unique to each student worksite. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

**Assignment** An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

**Evaluation** A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to CWE web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55C course relevant and pertinent to the student and the employer.

#### *Third Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and possible career paths for future career development.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities

**Assignment** An array of work readiness, job retention, career development and life long learning exercises.

**Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work

**Other** Implementation of a "Developmental Model" for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to CWE web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55 course relevant and pertinent to the student and the employer

*Forth Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required industry technical standards and emerging technologies.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice and emerging technologies

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities

**Assignment** An array of work readiness, job retention, career development and life long learning exercises.

**Evaluation** A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electronic skills needed for career enhancement/emerging technologies and life long learning opportunities

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum. emerging educational information technologies, and life long learning skills, and changes to CWE web site

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 55C course relevant and pertinent to the student and the employer.

CWE 55D OCCUPATIONAL WORK EXPERIENCE

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.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building.

**Assignment** An array of work readiness, communication and interpersonal skills building exercises.

**Evaluation** A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model" for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

*Second Reflection set*

**Finding** The CWE students' Learning Objective(s) are unique to each student community service site. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft Skills" while on the job.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' "Soft Skills".

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

**Assignment** An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

**Evaluation** A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, work production skills.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. Work readiness class activities, and technical electronic changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

*Third Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and career paths for future career development.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career development career pathways and life long learning opportunities.

**Assignment** An array of work readiness, job retention, career development and life long learning exercises.

**Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, changes to web site.

**Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.

**Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

*Forth Reflection set*

- Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths and emerging electronic information systems. The CWE course needs to provide students with educational and life long learning opportunities, career paths for future career development and research required for industry technical standards and emerging technologies.
- Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around required electronic applications standards in the students' industry of choice. and emerging technologies.
- Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities.
- Assignment** A mid-term report will be required with specific questions on assignments about job skills needed for the students' industry, research on electronic applications, new emerging technologies and life long learning opportunities.
- Evaluation** A mid-term report will be required with specific questions on information about electronic application skills used on the job, research on electronic skills needed for career enhancement/emerging technologies and life long learning opportunities.
- Current SLO** none
- Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.
- Other** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, emerging instructional technologies, and life long learning skills, and changes to web site.
- Resource** Need of assistance with technical implementation of a hybrid CWE course, including course assignments and activities. Need release time or stipend in order to create course activities, a "Reader" and other related curriculum.
- Comments** The CWE course is offered to an array of students in various majors at Foothill College. The level of work readiness needs to be assessed in order to make the CWE 56 course relevant and pertinent to the student and the employer.

CWE 65A	OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SHEET METAL	No SLO record.
CWE 65B	OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-SOUND & COMMUNICATIONS	No SLO record.
CWE 65C	OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-PLUMBING	No SLO record.
CWE 65D	OCCUPATIONAL WORK EXPERIENCE: APPRENTICE-ELECTRICAL	No SLO record.
CWE 75	GENERAL WORK EXPERIENCE	

- Finding** CWE students are working in a competitive and global job market which requires continuous problem solving skills. The CWE course needs to provide students with tools and strategies in resolving workplace issues.
- Content** Implementation of a pre-assessment activity to establish students' work-readiness level.
- Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication and team building
- Assignment** An array of work readiness, communication and interpersonal skills building exercises
- Evaluation** A mid-term report will be required with specific questions pertaining to conflict resolution, and team building exercises.
- Current SLO** none
- Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.
- Other** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum. work readiness class activities, and technical electronic changes to web site.
- Resource** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, i.e. job retention and work readiness skills activities. In addition upgrading CWE web site including technical electronic and CWE forms.

Need for administrative assistant to assist with data entry of new forms and upgrades on the CWE web site.

**Comments** The CWE course is offered to students who are undecided of their major. This course will offer career exploration/development curriculum to promote solidification of degree and career field.

#### *Second Reflection set*

**Finding** The CWE students' Learning Objective(s) are unique to each student community service site. Based on feedback from employers via site visit(s) it has been expressed the need to strengthen students' "Soft skills" while on the job.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level. Upon review of assessment the student will be given appropriate course activities and curriculum around strengthening students' Soft Skills".

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of problem-solving, communication, job retention skills, and transferrable skills.

**Assignment** An array of work readiness, communication, interpersonal skills, electronic applications skills, and transferrable skills exercises.

**Evaluation** A mid-term report will be required with specific questions pertaining to job retention skills, communication skills, and productivity levels.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills, and changes to web site.

**Resource** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, i.e. job retention and work readiness skills activities. In addition upgrading CWE web site including technical electronic and CWE forms.  
Need for administrative assistant to assist with data entry of new forms and upgrades on the CWE web site.

**Comments** The CWE course is offered to students who are undecided of their major. This course will offer career exploration/development curriculum to promote solidification of degree and career field.

#### *Third Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and career paths for future career and development of SCAN Skills development.

**Content** Implementation of a pre-assessment activity to establish students' work-readiness level.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of career enhancement/development, career pathways, life long learning opportunities and the SCAN Skills development.

**Assignment** An array of work readiness, job retention, career development and life long learning exercises.

**Evaluation** A mid-term report will be required with specific questions on job retention, electronic applications experience and knowledge of life long learning opportunities.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE program. The creation and development of relevant work related curriculum. work retention, research of technical skills and changes to CWE web site.

**Resource** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, i.e. job retention and work readiness skills activities. In addition upgrading CWE web site including technical electronic and CWE forms.  
Need for administrative assistant to assist with data entry of new forms and upgrades on the CWE web site.

**Comments** The CWE course is offered to students who are undecided of their major. This course will offer career exploration/development curriculum to promote solidification of degree and career field.

*Forth Reflection set*

**Finding** CWE students are working in a competitive and global job market which requires continuous life long learning skills and knowledge of career paths. The CWE course needs to provide students with educational and life long learning opportunities and career paths for future career development.

**Content** CWE students are working in a competitive and global job market which requires continuous life long learning skills, emerging electronic applications. The CWE course needs to provide students with life long learning opportunities, research on industry technical standards, and emerging applications.

**Method** Implementation of a "Developmental Model" for Cooperative Work Experience students. Upon review of assessment the student will be given appropriate course activities in the area of skill building, career enhancement and life long learning opportunities.

**Evaluation** A mid-term report will be required with specific questions on electronic applications standards, knowledge of life long learning opportunities and emerging technologies.

**Current SLO** none

**Assessment.** The SLO is valid and appropriate for CWE students in order to be prepared for the world of work.

**Other** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, emerging technologies, industry technology standards, life long learning opportunities, and changes to CWE web site.

**Resource** Implementation of a "Developmental Model for the CWE course(s). The creation and development of relevant work related curriculum, i.e. job retention and work readiness skills activities. In addition upgrading CWE web site including technical electronic and CWE forms.  
Need for administrative assistant to assist with data entry of new forms and upgrades on the CWE web site.

**Comments** The CWE course is offered to students who are undecided of their major. This course will offer career exploration/development curriculum to promote solidification of degree and career field.

CWE 75A	GENERAL WORK EXPERIENCE
CWE 75B	GENERAL WORK EXPERIENCE
CWE 75C	GENERAL WORK EXPERIENCE
CWE 76	GENERAL WORK EXPERIENCE-COMMUNITY SERVICE
CWE 76C	GENERAL WORK EXPERIENCE: COMMUNITY SERVICE
CWE 76D	GENERAL WORK EXPERIENCE: COMMUNITY SERVICE
CWE 76E	GENERAL WORK EXPERIENCE: COMMUNITY SERVICE

25 of 21 Course IDs for *D A* in the Biological and Health Sciences Division have SLOs Defined.

2009-2010

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Course ID	Title	Reflections
D A 50	ORIENTATION TO DENTAL ASSISTING	
	<b>Finding</b> Students need practice with documentation in the treatment record.	
	<b>Content</b> None. This is a skill they need to keep building on. More documentation exercises are done in Winter and Spring.	
	<b>Method</b> None.	



Assignment None.  
 Evaluation None.  
 Current SLO None.  
 Assessment. None.  
 Other n/a  
 Resource None needed.  
 Comments n/a

*Second Reflection set*

Finding Students have difficulty with this because they are unfamiliar with the procedures themselves.  
 Content None. This class is an introduction and they should start thinking about the duties now and they can associate them later and be tested again in other classes.  
 Method None.  
 Assignment None.  
 Evaluation None.  
 Current SLO None.  
 Assessment. None.  
 Other n/a  
 Resource None needed.  
 Comments n/a

D A 51A INTRODUCTION TO CHAIRSIDE DENTAL ASSISTING

Finding Students need to review frequently.  
 Content None.  
 Method None.  
 Assignment None.  
 Evaluation None.  
 Current SLO None.  
 Assessment. None.  
 Other n/a  
 Resource Increase in B budget to pay for more instruments so multiple instrument trays can be put together and studied by the students.  
 Comments n/a

*Second Reflection set*

Finding Due to time limitations students were only tested on 2 materials.  
 Content None.  
 Method None.  
 Assignment None.  
 Evaluation None.  
 Current SLO Change to mixing only 2 materials.  
 Assessment. None.  
 Other n/a  
 Resource Increase in b budget so students can practice without having to limit their use of the material.  
 Comments n/a

D A 51B INTERMEDIATE CLINICAL DENTAL ASSISTING

Finding Students need practice identifying instruments.  
 Content More time to review instruments.  
 Method No changes.  
 Assignment No changes.  
 Evaluation No changes.  
 Current SLO No changes.



**Assessment.** No changes.

**Other** None.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Students who are not exposed to orthodontics have a difficult time.

**Content** Partner student with ortho savvy students.

**Method** No changes.

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes.

**Other** None.

**Resource** no.

**Comments** no.

D A 51C ADVANCED DENTAL ASSISTING SKILLS

**Finding** Students could polish very well on patients with normal dentition but not as proficient when the dentition was crowded or malaligned. The student's posture was not as good when concentrating on the technique.

**Content** The course content will include strategies for more difficult dentitions.

**Method** Review dentitions with missing teeth.

**Assignment** Review study model guide.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** Change lecture and assignments.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** It was beneficial for the students to evaluate the work of their peers and enabled them to better evaluate their own work. Students benefited from having to work within the time constraints of the mock exam.

**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 53A INTRODUCTION TO RADIOGRAPHY I

**Finding** The most important findings were that students understood which teeth need to be centered on the anterior films. The challenge to the maxillary anterior placement was the low palatal vault. The challenge to the mandibular anterior placement was placing the film on top of the tongue, rather than moving the mannikin's tongue away.

**Content** The results of the anterior intraoral placement of films were within acceptable criteria, requiring no retakes. The use of cotton rolls should be emphasized in lab.

**Method** A demonstration of proper cotton roll placement to aid in the anterior periapical exposures will be done in lab.

**Assignment** Continue with the take home final exam to have the student list the necessary armamentarium for taking a FMS.

**Evaluation** none

**Current SLO** Demonstrate correct maxillary and mandibular anterior intraoral film placement techniques on a mannequin.

**Assessment.** The radiographic evaluation form will assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it. A film placement error has a one point deduction value.

**Other** none

**Resource** buy #1 size single film for mannequin exposures as a cost saving to the department.

**Comments** no

### *Second Reflection set*

**Finding** The students were able to identify at a 100% level the four basic components in the x-ray tubehead.

**Content** No changes will be made.

**Method** No changes.

**Assignment** No changes.

**Evaluation** Continue with using a pictorial diagram on exams.

**Current SLO** Using a diagram, the student will be able to identify four basic components in the x-ray tubehead.

**Assessment.** A textbook diagram used in the lecture presentation has a list of tubehead component parts. This diagram is used to assess this outcome.

**Other** none

**Resource** no

**Comments** no, this was a good assessment.

## D A 53B DENTAL RADIOGRAPHY II

**Finding** The students were successful and correct in identifying one radiolucent and one radiopaque anatomical landmark in each arch.

**Content** I would change the outcome to exclude full mouth radiographs and replace it with the viewing of a panoramic radiograph. The first 3 weeks of the course is devoted to panoramic radiography.

**Method** Continue to use colored pencils to identify anatomical landmarks. Use many slides to show features. Some slides show better features than others, depending on the contrast and density.

**Assignment** Identify at least 10 landmarks mixed in the upper and lower arches. The mandible does not have enough to make it challenging.  
Use homework assignment to color structures identified by me. Students enjoy drawing.  
ie. mounting assignment

**Evaluation** Give more slide quizzes to prepare the student for identifying landmarks on the final exam. The time (2min/slide) gives them some anxiety.

**Current SLO** On a full mouth survey of radiographs, the student will be able to identify one radiolucent and one radiopaque anatomical feature in each arch.

**Assessment.** Written as a multiple-choice question, the student will be asked to identify a mandibular radiolucent and maxillary radiopaque anatomical feature

**Other** none

**Resource** Utilize the coloring book they may already own.

**Comments** No

### *Second Reflection set*

**Finding** Students were able to identify the error when viewing the film. However, not all were able to name the error. Once given a demonstration with a PID cone, it became clearer.

**Content** Show more cone cut errors on slides in the classroom. Bring a PID to class to demonstrate the error, name the error in class.

**Method** Bring more visual aids to classroom settings.

**Assignment** Review film technique errors as a homework assignment.

**Evaluation** Quiz more often, show many film errors and describe the fault.

**Current SLO** The student will be able to recognize a cone cut error for premolar and molar bitewing radiograph.

**Assessment.** The bitewing radiographic evaluation form will assess this outcome. The student will deduct 1 point for every cone cut error identified on the film and state the reason why the error occurred.

**Other** none

**Resource** no

**Comments** no

#### D A 53C DENTAL RADIOGRAPHY III

**Finding** All students were successful in producing a diagnostic panoramic radiograph. However, many placed the occlusion exactly horizontal when a slight drop of the chin is preferred.

**Content** emphasis of head placement and positioning of ala-tragus line. Also to have the panoramic unit light replaced.

**Method** Create a facial profile and have students draw the placement of mid-sagittal, ala-tragus and cuspid lines.

**Assignment** The facial line profile drawing can be incorporated with the anatomical landmarks drawings/colors.

**Evaluation** Place this question on the quiz and must have a passing score in order to take a panoramic x-ray on a patient.

**Current SLO** The student will be able to produce a diagnostic panoramic radiograph.

**Assessment.** The panoramic evaluation form will assess this outcome. After exposing and processing the radiograph, the student will use the panoramic evaluation criteria of patient positioning and film quality. Both determine the diagnostic value of the film.

**Other** none

**Resource** The current panoramic x-ray machine is aging. It is assumed to be at least 10 years old. In the near future, the x-ray machine will lose the ability to perform and a patient will be exposed to radiation without diagnostic benefits. This is a health and safety issue of public concern. It would be appropriate to identify funding sources now.

**Comments** Before the need becomes critical, hazardous or urgent, identifying government sources in addition to private monetary donations or division resources should begin as soon as possible.

#### *Second Reflection set*

**Finding** All students were able to correctly identify four normal anatomical structures on a panoramic radiograph.

**Content** none

**Method** none, continue with landmark anatomy and coloring of key features

**Assignment** none, continue to begin in class and complete assignment as homework.

**Evaluation** continue to quiz anatomical landmarks, both radiopaque and radiolucent structures

**Current SLO** The student will be able to recognize four normal anatomical landmarks on the panoramic radiograph

**Assessment.** This outcome will be assessed by a multiple-choice question

**Other** none

**Resource** students need have a required dental radiology textbook.

**Comments** no

**Finding** All students were successful in producing a diagnostic panoramic radiograph. However, many placed the occlusion exactly horizontal when a slight drop of the chin is preferred.

**Content** emphasis of head placement and positioning of ala-tragus line. Also to have the panoramic unit light replaced.

**Method** Create a facial profile and have students draw the placement of mid-sagittal, ala-tragus and cuspid lines.

**Assignment** The facial line profile drawing can be incorporated with the anatomical landmarks drawings/colors.

**Evaluation** Place this question on the quiz and must have a passing score in order to take a panoramic x-ray on a patient.

**Current SLO** The student will be able to produce a diagnostic panoramic radiograph.

**Assessment.** The panoramic evaluation form will assess this outcome. After exposing and processing the radiograph, the student will use the panoramic evaluation criteria of patient positioning and film quality. Both determine the diagnostic value of the film.

**Other** none

**Resource** include a drawing of a non-descript face in a radiology textbook.

**Comments** no

### *Second Reflection set*

**Finding** All students were able to correctly identify four normal anatomical structures on a panoramic radiograph.

**Content** none

**Method** none, continue with landmark anatomy and coloring of key features

**Assignment** none, continue to begin in class and complete assignment as homework.

**Evaluation** continue to quiz anatomical landmarks, both radiopaque and radiolucent structures

**Current SLO** The student will be able to recognize four normal anatomical landmarks on the panoramic radiograph

**Assessment.** This outcome will be assessed by a multiple-choice question

**Other** none

**Resource** students need have a required dental radiology textbook.

**Comments** no

**Finding** All students were successful in producing a diagnostic panoramic radiograph. However, many placed the occlusion exactly horizontal when a slight drop of the chin is preferred.

**Content** emphasis of head placement and positioning of ala-tragus line. Also to have the panoramic unit light replaced.

**Method** Create a facial profile and have students draw the placement of mid-sagittal, ala-tragus and cuspid lines.

**Assignment** The facial line profile drawing can be incorporated with the anatomical landmarks drawings/colors.

**Evaluation** Place this question on the quiz and must have a passing score in order to take a panoramic x-ray on a patient.

**Current SLO** The student will be able to produce a diagnostic panoramic radiograph.

**Assessment.** The panoramic evaluation form will assess this outcome. After exposing and processing the radiograph, the student will use the panoramic evaluation criteria of patient positioning and film quality. Both determine the diagnostic value of the film.

**Other** none

**Resource** include a drawing of a non-descript face in a radiology textbook.

**Comments** no

### *Second Reflection set*

**Finding** All students were able to correctly identify four normal anatomical structures on a panoramic radiograph.

**Content** none

**Method** none, continue with landmark anatomy and coloring of key features

**Assignment** none, continue to begin in class and complete assignment as homework.

**Evaluation** continue to quiz anatomical landmarks, both radiopaque and radiolucent structures

**Current SLO** The student will be able to recognize four normal anatomical landmarks on the panoramic radiograph

**Assessment.** This outcome will be assessed by a multiple-choice question

**Other** none

**Resource** students need have a required dental radiology textbook.

**Comments** no

## D A 56 DENTAL HEALTH EDUCATION

**Finding** Evaluating the oral hygiene status of a patient helped the students to understand the need for proper OH instruction. Students were actively involved in this assignment and thought it was productive.

**Content** None.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** none.

**Resource** none.

**Comments** no.

*Second Reflection set*

**Finding** Students perfected their writing techniques and learned from the process in many different ways. It was a valuable exercise because students had to use many different media, resources and technical skills.

**Content** No changes.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** none.

**Resource** no.

**Comments** no.

## D A 57 OFFICE EMERGENCY PROCEDURES

**Finding** I would be able to determine if the students understood each medical emergency enough to recreate it in a video. I would evaluate the comprehensiveness of the management of each scenario.

**Content** Add another reference book to the list.

**Method** Include a sample of a handout from previous years. Allow the students to view a sample video from a previous year.

**Assignment** Have each group submit test questions for each medical scenario.

**Assessment.** Students averaged a 97% for their handout and video presentation.

**Resource** Add the sample video and handout to the online module

*Second Reflection set*

**Finding** I would be able to examine if the students were able to make a correlation between certain emergencies and the drugs needed to treat them. I would be able to see if the students were knowledgeable in identifying the equipment needed to treat certain emergencies.

**Content** Add pictures to better illustrate equipment and specific drugs for each emergency.

**Method** Have the students view Malameds Emergency Scenario Videos

**Assessment.** Students averaged an 87% on this test.

**Resource** Add pictures to the existing content.

## D A 58 SPECIALITY PRACTICE PROCEDURES

**Finding** Students were able to evaluate the role but grammar and spelling need work.

**Content** Be more specific about spelling and grammar expectations.

**Method** None.

**Assignment** Be more specific about spelling and grammar expectations of the assignment.

**Evaluation** None.

Current SLO None.  
 Assessment. None.  
 Other n/a  
 Resource None needed.  
 Comments n/a

*Second Reflection set*

Finding Students have difficulty with this because the procedures are unfamiliar.  
 Content None, this is an introduction and the students will build their knowledge base up gradually.  
 Method None.  
 Assignment None.  
 Evaluation None.  
 Current SLO None.  
 Assessment. None.  
 Other n/a  
 Resource None needed.  
 Comments N/a

D A 60A DENTAL OFFICE BUSINESS PRACTICES I

Finding The more practice the students had the better they were at communicating clearly.  
 Content No changes.  
 Method No changes.  
 Assignment No changes.  
 Evaluation No changes.  
 Current SLO No changes.  
 Assessment. No changes.  
 Other None.  
 Resource No.  
 Comments No.

*Second Reflection set*

Finding Students had difficulty understanding HIPAA paperwork  
 Content Breakdown the information and introduce in sections  
 Method More role playing for identification of HIPAA issues.  
 Assignment No changes.  
 Evaluation No changes.  
 Current SLO No changes.  
 Assessment. No changes.  
 Other 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

**Finding** Questions were asked on the final exam targeting this SLO. All students were successful.

**Content** This information may need to be reinforced with incoming students. The students may be required or have an optional choice to purchase a 3D software program.

**Method** Incorporate 3D software images into powerpoint and oral presentations to students.

**Assignment** No changes for this time.

**Evaluation** Questions on written final exam.

**Current SLO** No changes at this time.

**Assessment.** No changes for this time.

**Other** None.

**Resource** 3D software program.

**Comments** No.

*Second Reflection set*

**Finding** A majority of students were able to identify their mystery tooth.

**Content** As stated before possibly using a 3D software program to supplement lecture presentations and student study skills.

**Method** Lecture presentations and other visual aids.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

**Current SLO** No changes at this time.

**Assessment.** No changes at this time.

**Other** No.

**Resource** Purchase of 3D software program.

**Comments** No.

## D A 62B DENTAL SCIENCES II

**Finding** The students had anecdotal information to share. Their stories helped the students to relate to the topic.

**Content** No changes.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** no.

**Comments** no

*Second Reflection set*



**Finding** This is a work in progress and I will have more details next time.

**Content** To be continued.

**Method** Work in progress

**Assignment** Caries risk assessment on student-partner

**Evaluation** Updating exam and assignments.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** Update info and evaluation methods.

**Resource** no.

**Comments** no

#### D A 62C DENTAL SCIENCES III

**Finding** I need to limit the students to the most commonly used abbreviations to understand a written prescription instructions. Students need to practice comparing the written prescription instructions to the patient instructions.

**Content** Change lecture outline and assignment.

**Method** Update lecture, demo and role play.

**Assignment** Give more assignments with comparisons.

**Evaluation** Update quizzes and assignments

**Current SLO** No changes.

**Assessment.** No changes.

**Other** Change lecture outline and assignment.

**Resource** no

**Comments** no

#### *Second Reflection set*

**Finding** Students aren't truthful about their diet when they have to record it. I didn't realize how many bad eating habits they had.

**Content** No changes.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** no

**Comments** no

#### D A 63 SPECIAL PATIENT POPULATIONS

**Finding** The students developed a sense of empathy for their disabled patients. They also realized the importance of good communication.

**Content** None, this was a useful assignment.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** none.

**Resource** no

**Comments** no

#### *Second Reflection set*

**Finding** The students developed empathy for patients with disabilities. The students became very aware of their nonverbal communication.

**Content** None, it was a useful slo.

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

**Finding** Questions were asked on quizzes and on a final exam targeting this SLO. All students were successful. Students were required to role play a given procedural scenario targeting this SLO. All students were successful.

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** Add more role play scenarios. Students enjoyed the practical approach to problem solving and decision making.

**Evaluation** Questions on quizzes, final exam and role play.

**Current SLO** No changes at this time.

**Assessment.** No changes at this time.

**Other** None.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Questions were asked on quizzes and on a final exam targeting this SLO. All students were successful. Students were required to role play a given procedural scenario targeting this SLO. All students were successful.

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** Add more role play scenarios. Students enjoyed the practical approach to problem solving and decision making.

**Evaluation** Questions on quizzes, final exam and role play.

**Current SLO** No changes at this time.

**Assessment.** No changes at this time.

**Other** None.

**Resource** No.

**Comments** No.

D A 73 DENTAL ASSISTING SUPERVISED CLINIC

**Finding** Students were able to utilize their chairside skills as the quarter progressed. Students improved their speed and efficiency as the quarter progressed.

**Content** No changes.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** no.

**Assessment.** no.

**Other** none.

**Resource** No.

**Comments** No

*Second Reflection set*

**Finding** Students were consistent in wearing their professional attire. Students identified inconsistencies among the dental students.

**Content** no changes.

Method no changes  
Assignment grade assignment.  
Evaluation no changes  
Current SLO no changes  
Assessment. no changes  
Other none.  
Resource No.  
Comments no

D A 74 DENTAL ASSISTING CLINICAL PRACTICE

Finding Students increased their assisting time and abilities as the quarter progressed. Their speed and efficiency improved.  
Content No changes.  
Method No changes  
Assignment Remove students from dental offices that are not allowing the students to utilize their chairside assisting skills.  
Evaluation No changes.  
Current SLO No changes.  
Assessment. No changes.  
Other None.  
Resource No  
Comments No

*Second Reflection set*

Finding Student portfolios demonstrate a wide depth and breadth of experiences. The portfolios allowed the students to keep track of their progress and also assisted them with job prospects.  
Content No changes.  
Method No changes  
Assignment Review every quarter.  
Evaluation No changes except to review each quarter.  
Current SLO No changes.  
Assessment. No changes.  
Other None.  
Resource Need faculty and student training for e-portfolio.  
Comments no

D A 85 RDA REVIEW

Finding The peer evaluation was beneficial as it helped them to evaluate their own product. The time constraints of the exam prepared the students for the actual state board.  
Content N/A  
Method N/A  
Assignment Students will do peer evaluations during the course.  
Evaluation N/A  
Current SLO The student must participate in a mock state board practical examination and perform a blind peer evaluation of the final product.  
Assessment. A mock board exam at the end of the quarter.  
Other N/A  
Resource Budget will need to cover copy expenses.  
Comments No

*Second Reflection set*

Finding The students scores were consistent with the grades in their dental assisting classes. Students scored better than their pre-test.  
Content None.  
Method N/A

Assignment N/A

Evaluation N/A

Current SLO The student must participate in a mock state board written examination and pass with a 75% or better.

Assessment. Mock state board written exam at the end of the quarter.

Other N/A

Resource Purchase a variety of RDA/CDA review books.

Comments No

#### D A 88 PIT & FISSURE SEALANTS

Finding Budget cuts didn't allow for caries detection equipment.

Content Change course content until equipment can be purchased

Method Change teaching methods until equipment can be purchased

Assignment Change assignments until equipment can be purchased

Evaluation Change evaluation until equipment can be purchased

Current SLO Change SLO until equipment can be purchased

Assessment. Change SLO assessment until equipment can be purchased

Resource Funding for equipment

#### *Second Reflection set*

Finding It took multiple practice on real patients in order for students to become competent.

Content No changes necessary. Students practice on each other multiple times before working on real patients.

Method Emphasize isolation techniques.

Assignment No changes.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other N/A

Resource Need more money in B budget to pay for disposables for necessary infection control protocols.

Comments n/a

43 of 42 Course IDs for *D H* in the Biological and Health Sciences Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
D H 50	ORIENTATION TO DENTAL HYGIENE	
	Finding	Of the 28 students enrolled in the course, 27 students passed this assessment. This is an acceptable outcome.
	Content	None
	Method	I would like to have three to four trained teaching assistants to help with the instrumentation instruction so that students receive more 1:1 attention.
	Assignment	None
	Evaluation	Instrument process evaluation
	Current SLO	The student will correctly demonstrate instrumentation skills on a dental typodont using an 11/12 explorer, including: modified pen grasp, fulcrums, adaptation, insertion and activation of the instrument.
	Assessment.	The SLO is an important step in beginning mastery of exploring techniques. 96% of students were successful.
	Other	N/A
	Resource	Ideally I would like three to four paid teaching assistants to help with instrumentation instruction.
	Comments	N/A

*Second Reflection set*

**Finding** All students enrolled in this course were about to successfully demonstrate this student learning outcome.

**Content** None

**Method** None

**Assignment** None

**Evaluation** exams

**Current SLO** The student will identify a variety of explorer types, the proper use of each type, and the correct adaptation and use of explorers

**Assessment.** Students were able to demonstrate competency in beginning exploring instrumentation.

**Other** N/A

**Resource** I use Etudes as a web enhanced tool for this course. I would like faculty resources (time, assistance) to create more movie clips & images to help students with this learning process.

**Comments** N/A

## D H 52A ORAL BIOLOGY I

**Finding** Students need better visuals of the bones

**Content** None

**Method** Use the internet for better visuals,also change textbook

**Assignment** Assign internet readings

**Evaluation** None

**Current SLO** No changes

**Assessment.** No changes

**Other** None

**Resource** Better internet resources for the classroom

**Comments** No

*Second Reflection set*

**Finding** Students need to have extracted teeth to study. Also a better textbook for visuals

**Content** None

**Method** Utilize extracted teeth in the lab

**Assignment** None

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** None

**Resource** Extracted teeth....Better anatomical typodont

**Comments** No

## D H 52B ORAL BIOLOGY II

## D H 53 ASSESSMENT PROCEDURES IN THE DENTAL HYGIENE PROCESS

**Finding** 100% of the students submitted their e-portfolio and infection control project. The grades ranged from 99%-75%.

**Content** No changes.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** none

**Resource** Continued college support of the e-portfolios in two regards; (1) paying for the student e-portfolios, and (2) funding a support person for the college to train and assist both faculty and students.

**Comments** The e-portfolios are an important artifact of student learning and competency.

*Second Reflection set*

**Finding** All 24 students were able to explain the legal and ethical obligations of the dental hygienist with regard to infection and hazard control. Assess was based on written exams, clinical performance, and researching a topic and doing a class presentation.

**Content** No changes.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** none.

**Resource** Continued funding for running the dental hygiene clinic and library resources for dental hygiene.

**Comments** no

D H 54 PRE-CLINICAL DENTAL HYGIENE

**Finding** Twenty three students passed the clinical final exam, with scores ranging from 100% to 75%. One student did not pass the clinical final exam and had a score of 60%.

**Content** None

**Method** None, but continue to offer clinical tutoring to students.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Funding to pay for a dental hygiene clinical tutor.

**Comments** no

*Second Reflection set*

**Finding** 100% of the dental hygiene students were able on a written exam to identify assessment instruments and explain the correct principles for use and adaptation.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Maintain the accreditation mandated ratio of instructors to students in clinical labs so that they learn safe and competent instrumentation.

D H 55A FUNDAMENTALS OF PATHOLOGY I

**Finding** Students need to learn more about diabetes.....Students need to learn more about thyroid diseases

**Content** More emphasis on diabetes and thyroid diseases

**Method** More handouts on these two diseases

**Assignment** Refer students to the library for supplemental readings

**Evaluation** More quizzes

**Current SLO** is okay

**Assessment.** is okay

**Other** None

**Resource** Library resources need to be updated. More new textbooks and medical/dental journals

**Comments** No

*Second Reflection set*

**Finding** Students need to learn more about the types of anemias.....Students need to learn more about leukemias

**Content** More emphasis on anemias and leukemias

**Method** More handouts

**Assignment** Refer students to the library for additional textbooks on these disorders

**Evaluation** More quizzes

**Current SLO** is okay

**Assessment.** is okay

**Other** None

**Resource** Library resources need to be updated.....more new texts and medical/dental journals

**Comments** No

## D H 55B                   FUNDAMENTALS OF PATHOLOGY II

**Finding** Students need to improve their terminology skills.....Students also need to apply appropriate communication skills

**Content** Review content to reflect these deficiencies

**Method** Apply appropriate communication techniques to the students

**Assignment** More hands-on activities

**Evaluation** More quizzes

**Current SLO** is okay

**Assessment.** is okay

**Other** None

**Resource** No

**Comments** No

*Second Reflection set*

**Finding** Students have done an exceptional job on their State and National Board Examinations.....All have passed and scored in the top 10%

**Content** No changes

**Method** No changes

**Assignment** No changes

**Evaluation** No changes

**Current SLO** is okay

**Assessment.** is okay

**Other** None

**Resource** No

**Comments** No

## D H 56                   APPLIED PHARMACOLOGY IN DENTISTRY

**Finding** I found that 2 students out of 19 students chose the incorrect answer for the assessment. I feel that the students did demonstrate an overall understanding of the dental implications for the commonly prescribed drug chosen for the question.

**Content** Even though the students did well with achieving this SLO, I will continue to incorporate more information concerning the implications of the usage of commonly prescribed drugs for the dental hygienist and how these drugs can affect dental hygiene care.

**Method** No changes needed in teaching methods

**Assignment** Assignments already address this SLO but I will incorporate dental implications for commonly prescribed drugs into more of the assignments to help students become more familiar with treatment modifications needed for patients taking medications.

**Evaluation** I will incorporate more questions on exams covering information related to the dental implications for commonly used medications. Since the students will more likely encounter patients taking these drugs, it will help them to be better prepared to provide comprehensive and safe treatment.

**Current SLO** I feel that the current SLO is still relevant.

**Assessment.** I feel that the current assessment for the SLO is still relevant.



Other None  
 Resource None needed.  
 Comments No

*Second Reflection set*

**Finding** The average score on the Drug Report project was 69.1 points out of 70 points total (19=sample size). The scores ranged from 66-70. I feel that the students demonstrated an ability to research a drug and find the indications for the use of commonly used medications.

**Content** no changes needed in course content.

**Method** no changes in teaching methods needed at this time.

**Assignment** The students use research material both on the internet and in written materials to complete assignments throughout the quarter related to indications for the use of commonly prescribed drugs.

**Evaluation** I revised the rubric that I developed to assess this project for this quarter. I want to make changes for next year in order to clarify that the students need to use a variety of materials in their research (internet and books,etc), a specific number of references, and to include those references in their report.

**Current SLO** No changes needed at this time.

**Assessment.** See answer in "D". Some minor revision to the grading rubric is needed, specifically...the number of references, variety of references and inclusion of references in report.

Other No  
 Resource None needed at this time.  
 Comments No

D H 57A PERIODONTICS

**Finding** Students did not use proper terminology in regards to clinical features.....Students need to look at more clinical photos

**Content** Spend more time on terminology

**Method** Handout needed for key terms

**Assignment** Assign more reading and refer students to the library for supplemental textbooks

**Evaluation** More practice assignments and more quizzes

**Current SLO** is okay

**Assessment.** is okay

Other None

**Resource** Library resources need to be updated....Need new textbooks and medical/dental journals

**Comments** No

*Second Reflection set*

**Finding** Students needed more practice on terminology

**Content** More content in terminology

**Method** More one-one practice

**Assignment** Outside readings.....refer students to the library for supplemental textbooks

**Evaluation** More quizzes

**Current SLO** is okay

**Assessment.** is okay

Other None

**Resource** Library resources need to be updated.....New textbooks and medical/dental journals

**Comments** No

D H 57B PERIODONTICS

**Finding** Students need better visuals for understanding types of gingivitis...Use internet resources

**Content** No changes

**Method** Use internet resources

**Assignment** Assign internet readings,also journals from the library

**Evaluation** No changes

Current SLO No changes  
 Assessment. No changes  
 Other None  
 Resource More internet resources.....more library journals  
 Comments No

*Second Reflection set*

Finding Students need more visuals fro the internet and library journals  
 Content No changes  
 Method Use internet resources more  
 Assignment Library assignments  
 Evaluation No changes  
 Current SLO is okay  
 Assessment. is okay  
 Other None  
 Resource More journals of periodontics in the library  
 Comments No

D H 57C PERIODONTICS

Finding The data indicates that the students successfully chose and completed an appropriate periodontally involved patient for the competency project achieving a grade of 75% or higher using the grading rubric.  
 Content Changes are not necessary at this time.  
 Method Changes are not necessary at this time.  
 Assignment Changes are not necessary at this time.  
 Evaluation Changes are not necessary at this time.  
 Current SLO Changes are not necessary at this time.  
 Assessment. Changes are not necessary at this time.  
 Other None.  
 Resource Changes are not necessary at this time.  
 Comments None.

*Second Reflection set*

Finding The data indicates that the students successfully described the rationale for various types of periodontal surgery on a written exam achieving a score of 75% or higher.  
 Content Changes are not necessary at this time.  
 Method Changes are not necessary at this time.  
 Assignment Changes are not necessary at this time.  
 Evaluation Changes are not necessary at this time.  
 Current SLO Changes are not necessary at this time.  
 Assessment. Changes are not necessary at this time.  
 Other None.  
 Resource Changes are not necessary at this time.  
 Comments None.

D H 59 SURVEY OF DENTISTRY

Finding 100% of the students visited a specialty dental practice for a three hour observation and submitted a college level paper on the experience. Scores on the papers ranged from 100%-77%.  
 Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None

Other None

Resource Continued support for Etudes as this course is delivered via online format.

Comments no

*Second Reflection set*

**Finding** Students passed written exams on which they had to identify the legal duties of the RDH under both direct and general supervision. Scores ranged from 100%-78%.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Continued support for Etudes as this course is delivered via online format.

Comments no

D H 60A INTRODUCTION TO DENTAL RADIOGRAPHY I

**Finding** The important findings were that students will list either a minimum number of steps to produce or a maximum number of steps. There should be a word list of major steps to be used in a broad sense, and minor steps which include the by-product of wasted x-ray energy. ie. low frequency wavelengths, thermionic emission, kinetic energy.

**Content** Given a list of words, the students will describe or list the steps that take place in the tubehead to produce radiation.

**Method** Sample this teaching method with another example to give them the experience of listing steps to produce a end product. ie. list the steps that take place to create ionization of energy.

Assignment none

Evaluation none

Current SLO List the steps that take place in the tubehead to produce radiation.

Assessment. Given a list of words describe the sequence of events that take place in the tubehead to produce radiation.

Other none

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 none

Resource no

Comments no

D H 60B DENTAL RADIOGRAPHY II

**Finding** Film placement is the most frequently identified error when compared to horizontal angulation, cone cut, vertical angulation and developing error. Correct film placement on a DXTTR mannequin is very difficult, however students will continue to perfect this skill to a level of 99-100% correct.

**Content** This is a good exercise to have the student understand which teeth should be included in each mounted slot. It is the most difficult for premolar and molar exposures. It is the easiest for anterior exposures.

**Method** Continue to show slides from the powerpoint lecture to indicate what delineations are required for each area.

**Assignment** Continue to have the students draw the teeth that should be included in each exposure for a full mouth series. This is best as a homework assignment. Students turn in works of art.

**Evaluation** Be sure to grade the mounted exercise of drawings. Credit those who have detailed landmarks. Show examples on the projector.

**Current SLO** Demonstrate proper film placement techniques on a mannequin for intraoral films.

**Assessment.** A radiographic evaluation form will be used to assess this outcome. After the film has been exposed and developed, the instructor will evaluate and score it. A film placement error has a point deduction of 1 point.

**Other** none

**Resource** no

**Comments** no

#### *Second Reflection set*

**Finding** Students were able to identify the chemical names of the solutions, The students did understand the role of silver halide crystals in each solution tank.

**Content** Explain pH factor of acid and alkaline. Describe the importance of pH with the developing solutions.

**Method** Continue to show powerpoint slides and include pH ranges. Give examples of acid and bases.

**Assignment** Encourage them to read the chapter in textbook.

**Evaluation** Continue to give this question on quizzes or midterms.

**Current SLO** List the name and functions of the processing solutions.

**Assessment.** This outcome will be assessed by a multiple-choice question.

**Other** none

**Resource** no

**Comments** May have to rewrite the SLO for this course to include more hands on techniques or bitewing overlaps.

#### D H 60C DENTAL RADIOGRAPHY III

**Finding** Of the 60 FMS that were exposed and mounted (1200 films) in the fall quarter ('09) only 2 FMS of one film each was mismounted. This error amounts to a 0.16% error (less than 1%) in the radiology lab.

**Content** Continued oversight by the radiology instructor will enable to keep this percentage low. A review of the landmarks for mounting will be necessary.

**Method** Slides of anatomy and landmarks will continue to be emphasized in lecture.

**Assignment** none

**Evaluation** Upon film evaluation and interpretation, identifying landmarks on a FMS should be done.

**Current SLO** Correctly mount a full mouth survey of dental radiographs.

**Assessment.** The instructor reviews each radiograph for proper film placement in the mouth.

**Other** none

**Resource** no

**Comments** no

#### *Second Reflection set*

**Finding** Students were able to correctly identify periodontal bone loss on a dental radiograph. "Horizontal bone loss" was interpreted the most often, followed by localized vertical bone loss. One important finding was that students feel they need to find some bone loss in

every patient. Rare, but it did happen, a few patients had no bone loss and were periodontally healthy.

**Content** Emphasize to the students in lab that the specific and non-specific plaque hypothesis can be proof that a patient with improper oral hygiene can have the result of absence of bone loss.

**Method** When reviewing radiographic evidence of periodontal disease in lecture, recall the hypothesis to connect the theory to practice.

**Assignment** none

**Evaluation** It is possible to ask this as a true or false question on a quiz.

**Current SLO** Recognize periodontal bone loss on a dental radiograph.

**Assessment.** The radiographic interpretation form will assess this outcome. Bone loss will either be present or absent and indicated on the form. Patient age or oral hygiene status will not serve as evidence for radiographic bone loss.

**Other** none

**Resource** no

**Comments** no

#### D H 60D DENTAL RADIOGRAPHY IV

**Finding** The students were able to correctly list the advantage of using the buccal object rule in dentistry.

**Content** Although, used rarely in general dentistry, and often in endodontics, the knowledge of the buccal object rule is important to locate a broken instrument tip rather than identifying the buccal or lingual root of a maxillary molar.

**Method** Most textbooks use the visual splitting of upper molar teeth to apply the buccal object rule, which is of little interest to dental hygienists. Therefore utilize this concept to describe where a broken instrument tip may be located.

**Assignment** Classroom technique may be helpful if you can use a flashlight and shadow cast the tooth in different directions (right/left or distal/mesial.)

**Evaluation** Continue to discuss this concept in class, show many examples and have the students complete the assignment on a DXTTR mannequin. If they could write it out as a short answer or reflection, it would be beneficial where they can concentrate on the concept at home.

**Current SLO** List the advantages of using the buccal object rule in dentistry.

**Assessment.** A multiple-choice question will assess this outcome. Given a scenario of a broken instrument tip in the mouth, the student will correctly identify the right answer.

**Other** none

**Resource** need 24 flashlights, upper molar mounted, draw image on film, move flashlight distal or mesial to change the position of the roots.

**Comments** no

#### *Second Reflection set*

**Finding** Students were very able to produce a diagnostic panoramic radiograph with acceptable quality.

**Content** A review of the steps to take a panoramic radiograph is needed for each student.

**Method** Include a 11-step handout in the syllabus or given at the pano lecture.

**Assignment** Homework can be to list the steps involved in taking a pano before the student's pano patient is scheduled.

**Evaluation** Continue to grade each pano on a scale of 80 points.

**Current SLO** 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** no

**Comments** no

#### D H 60E DENTAL RADIOGRAPHY V

**Finding** the students were 100% competent in assessing calculus on a full mouth set of radiographs.

**Content** none; continue to identify calculus on all radiographs

**Method** none; continue to identify supra and subgingival calculus on all radiographs

**Assignment** none; keep as an assessment finding on interpretation forms

**Evaluation** none

**Current SLO** Identify calculus on a full mouth set of radiographs.

**Assessment.** The radiographic interpretation form will assess this outcome. The student will indicate whether calculus is present or absent on the form.

**Other** none

**Resource** no

**Comments** no, this is a satisfactory SLO/assessment/outcome for this course

#### *Second Reflection set*

**Finding** All students were competent with assessing the need to retake a radiograph.

**Content** none; continue to describe why a film may need to be retaken

**Method** none; continue to identify film errors in lab, and why some films need to be retaken

**Assignment** none

**Evaluation** none, continue to evaluate every full-mouth and bite-wing set for retakes.

**Current SLO** Evaluate the need to retake a dental radiograph.

**Assessment.** The radiographic evaluation form will assess this outcome. The student will state the reason for a retake.

**Other** none

**Resource** no

**Comments** no

#### D H 61A CLINICAL TECHNIQUE

**Finding** Students performed very well on instrumentation evaluations. If they did not pass the first evaluation, they received tutoring & were retested.

**Content** No changes.

**Method** Continue to develop video clips for home study of instrumentation.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** Create video clips for instrumentation techniques.

**Resource** Continuing tutoring funds to support student learning.

**Comments** No

#### *Second Reflection set*

**Finding** Students are able to explain the rationale for evidence based research related to dental hygiene care methodologies. They demonstrated this on a patient competency paper with both a clinic and research component.

**Content** No changes.

**Method** No changes.

**Assignment** Add an assignment on finding peer reviewed journal articles to support their research.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** Promote the use of the EBSCO database for research.

**Resource** The FC library maintains subscription to the EBSCO database.

**Comments** No.

#### D H 61B INTRODUCTION TO CLINIC

**Finding** All the students in this course completed a patient competency project on either a pediatric or an adolescent patient. The scores ranged from 77% to 98%, with a class average of 87%.

**Content** None

**Method** None

**Assignment** None. This assignment fits well with requirements for our program accreditation.

**Evaluation** Use the same rubrics for evaluation of the written paper. Use the same clinic evaluation for the evaluation of patient care in the clinic.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** 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 85% to 100%.

**Content** No changes

**Method** No changes

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** None

**Resource** Maintain the accreditation mandated ratio of 1 instructor to 5 students so that students receive adequate clinical instruction and patients are safe.

**Comments** No

D H 62A CLINICAL DENTAL HYGIENE I

D H 62B CLINICAL DENTAL HYGIENE II

**Finding** The students were evaluated on the patient competency project using a grading rubric to assess competency and successfully achieved a grade of 75% or higher.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Resource** Continued support is needed for instructional faculty, equipment maintenance and printing funds.

#### *Second Reflection set*

**Finding** Students were evaluated on the dental hygiene care provided for the mock board patient using process evaluation forms modeled on state board criteria and students achieved a grade of 75% or higher.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Resource** Continued support is needed for instructional faculty, equipment maintenance and printing funds.

D H 62C CLINICAL DENTAL HYGIENE III



**Finding** All students successfully completed the mock board examination.

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

**Current SLO** No changes at this time.

**Assessment.** No changes at this time.

**Other** No changes at this time.

**Resource** Continued library and personnel support for teaching.

**Comments** Not at this time.

#### *Second Reflection set*

**Finding** All students successfully completed the periodontal probing evaluations.

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

**Current SLO** No changes at this time.

**Assessment.** No changes at this time.

**Other** No changes at this time.

**Resource** Continued library and personnel support for teaching.

**Comments** Not at this time.

#### D H 62D CLINICAL DENTAL HYGIENE IV

**Finding** The data indicates that the students successfully selected appropriate patients for the mock board examination. Data indicates that students successfully provided dental hygiene care with a grade of 75% or higher.

**Content** No changes are necessary at this time.

**Method** No changes are necessary at this time.

**Assignment** No changes are necessary at this time.

**Evaluation** No changes are necessary at this time.

**Current SLO** No changes are necessary at this time.

**Assessment.** No changes are necessary at this time.

**Other** None.

**Resource** No changes are necessary at this time.

**Comments** No changes are necessary at this time.

#### *Second Reflection set*

**Finding** The data indicates that the students successfully selected appropriate quadrants and completed periodontal probing evaluations utilizing process evaluation forms modeled on state board criteria with a grade of 90% or higher.

**Content** No changes are necessary at this time.

**Method** No changes are necessary at this time.

**Assignment** No changes are necessary at this time.

**Evaluation** No changes are necessary at this time.

**Current SLO** No changes are necessary at this time.

**Assessment.** No changes are necessary at this time.

**Other** None.

**Resource** No changes are necessary at this time.

**Comments** None.

#### D H 63C COMMUNITY DENTAL HEALTH I

**Finding** The results of the assessment for this SLO demonstrated that 21 out of 21 students understood the difference between the 3 types of measures of central tendency (100% of the students answered the question correctly). This was assessed using an embedded multiple choice question on the final exam.

**Content** No changes are necessary.

**Method** No changes are necessary but I want to increase the time spent explaining the difference between measures of central tendency and measures of central dispersion which was a point of confusion earlier in the quarter.

**Assignment** No change needed.

**Evaluation** No change is needed at this time.

**Current SLO** No change is needed.

**Assessment.** No change is needed.

**Other** none

**Resource** No. I have a guest lecturer who teaches statistics in the math dept at Foothill college come to our class. He does a great job teaching the students the basic concepts of statistics and then I am able to follow up with the students.

**Comments** none

### *Second Reflection set*

**Finding** The results for the data of this SLO demonstrated that 16 out of 21 students answered the question related to dental health disparities correctly (76% of the students). The multiple choice question used to assess this SLO was embedded in the final exam for the quarter. I was disappointed that more students did not understand the concept of health disparities and what exists in certain populations.

**Content** I would like to include more discussion on dental health disparities. I allowed two class periods this quarter but will see if I can incorporate more discussions into each class session.

**Method** I will incorporate the DVD "Inequality-Is It Making Us Sick?" more into the class sessions. This DVD explores concepts of health disparities and determinants of health. I feel that class discussions of these concepts will aid in the understanding of disparities and risk factors that affect health.

**Assignment** No changes needed.

**Evaluation** Only change will be to incorporate more questions regarding health disparities and use some short answer questions, instead of all multiple choice.

**Current SLO** NO change needed.

**Assessment.** I will change the multiple choice question for next time. I may use a short answer question, since it might be a better way to evaluate this material.

**Other** none

**Resource** Using the DVD "Inequality-is is making us sick?" more into the course to allow for greater discussion of this topic.

**Comments** none

### D H 63D COMMUNITY DENTAL HEALTH II

**Finding** The students were required to develop a proposal for a community dental health program that addresses a public health problem in the community. I found that 21 out of 21 students (100%) were able to develop program goals to help guide them in the development of the proposal and the evaluation of the program. A rubric was used to assess this outcome.

**Content** Even though all of the students were able to develop program goals, I would like to restructure the course schedule for next year and allow more time in class to work on goals as a group.

**Method** I would like to incorporate more "hands-on" exercises in class for practice in creating goals.

**Assignment** I would not make any changes.

**Evaluation** I already evaluate their understanding of goals on the exams during this course.

**Current SLO** No change needed at this time.

**Assessment.** No change needed at this time.

**Other** No changes necessary.

**Resource** I have some websites that I would like to utilize more next year to help the students understand the process of developing goals more clearly.

**Comments** Not at this time.

*Second Reflection set*

- Finding** The students were required to identify the parts of a community dental health objective. An embedded multiple choice question was used to evaluate this outcome. I found that only 7 students out of 21 (33%) correctly identified one of the key components of an objective when answering the question.
- Content** I would like to restructure the course schedule to allow for more time in class to discuss the concept of program objectives and to work on identifying the parts of objectives as a group.
- Method** I will incorporate more "hands-on" exercises in class to work on objectives in small groups and then discuss them as a class.
- Assignment** The students develop objectives for their community dental health program proposals, so I would not change or add to this requirement.
- Evaluation** No changes needed at this time.
- Current SLO** No changes necessary.
- Assessment.** I will change the multiple choice question to be more clear and less ambiguous.
- Other** No other changes needed.
- Resource** I will develop worksheets of objectives for the students to practice identifying the parts of an objective. We can discuss these in class together.
- Comments** No other changes or comments at this time.

## D H 64 ETHICS, LAW &amp; DENTAL OFFICE PRACTICES

- Finding** All students received a passing score on their paper. The papers were evaluated using a rubric. Scores ranged from 78% to 100%, with an average of 89%. The ethical/legal scenarios were well researched by the students & will apply to their career as a dental hygienist.
- Content** Next year I will require two peer reviewed journal articles related to their topic as references to strengthen the evidence based research.
- Method** No changes.
- Assignment** I will have the students write an abstract of one of the peer reviewed journal articles as preparation for writing their ethical/legal problem solving paper.
- Evaluation** No changes.
- Current SLO** No changes.
- Assessment.** No changes.
- Other** None
- Resource** Peer reviewed journals on ethics & law in dentistry or medical fields available online through the Foothill College Library.
- Comments** No

*Second Reflection set*

- Finding** All dental hygiene students completed their e-portfolio as their capstone project for the DH program. The e-portfolios were reviewed by 3 faculty members, then a composite score was assigned based on all three reviews. The scores ranged from 86% to 97%, with an average of 90%.
- Content** None
- Method** Students have required projects, evaluation & feedback each quarter in the DH program as they develop their e-portfolios.
- Assignment** Students have required projects, evaluation & feedback each quarter in the DH program as they develop their e-portfolios. There are specific rubrics for each quarter.
- Evaluation** We will continue to use 3 evaluators for the final e-portfolio review & use the same grading rubric.
- Current SLO** No changes.
- Assessment.** No changes.
- Other** None.
- Resource** College support for the e-portfolio project. This year it was a pilot project funded by Foothill Global Access & we received technical assistance from Judy Baker & Una Daly.
- Comments** Support of the college is important in maintaining this project.

## D H 65 CLINICAL LOCAL ANESTHESIA

**Finding** Students'knowledge of basic pharmacology was lacking....Need to apply content in Biology 46 and DH 58(Pharmacology)with this class

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Coordinate better with biology and dental hygiene instructors as to content....Library resources need to be updated

**Comments** No

*Second Reflection set*

**Finding** Students had good knowledge of the basic nerve anatomy

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Library resources need to be updated

**Comments** No

## D H 66 SOFT TISSUE CURETTAGE

**Finding** Data indicates that all students successfully performed soft tissue curettage on a dental typodont following procedural guidelines in a lab practical using a performance evaluation form achieving a score of 75% or higher.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Resource** Maintain library resources for student access including professional periodicals and web site access.

*Second Reflection set*

**Finding** All students successfully identified the objectives, rationale, indications and contraindications for soft tissue curettage on a written exam achieving a score of 75% or higher.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Resource** Maintain library resources for student access including professional periodicals and web site access.

## D H 67 NITROUS OXIDE/OXYGEN ANALGESIA

## D H 68A RADIOGRAPHIC INTERPRETATION

**Finding** All students were correctly able to identify the teeth and periodontium on a radiographic drawing. The 4 part question was answered with 100% accuracy.

**Content** none; continue to show radiographic features of dental anatomy and bone.

**Method** none; continue to demonstrate and discuss various aspects of bone architecture

**Assignment** none; continue to emphasize the importance of correctly identifying healthy enamel, dentin and pulp

**Evaluation** continue to place this question on examinations

**Current SLO** Recognize the radiographic anatomical features of the teeth and periodontium.

**Assessment.** Using a diagnostic dental radiograph, this outcome will be assessed by asking the student to correctly identify enamel, dentin, pulp and alveolar bone.

**Other** none

**Resource** Students benefit from viewing multiple radiographs from reference books to help aid in the identification of dental/periodontal health vs.disease. It is imperative to have references books on dental radiology, radiographic interpretation and oral pathology texts available in the Foothill College Library.

**Comments** Today's radiographic procedures are changing rapidly. To remain current in the field, students must be exposed to the latest technology. I will need ongoing support to upgrade lab equipment as we transition to digital imaging.

### *Second Reflection set*

**Finding** Radiographic carious lesions can extend from incipient to severe. Asking for the presence or absence of caries was not specific enough. 82% of the students correctly identified an incipient carious lesion on the bitewing radiograph.

**Content** Spend more time discussing the different radiographic appearances of carious lesions. Show more radiographs of carious lesions and the patterns they present.

**Method** When interpreting patient's radiographs, emphasize the need to evaluate for caries, not just bone loss. Students are motivated to interpret bone loss for case classification; mostly to obtain credit toward patient requirements

**Assignment** Emphasize caries identification and patterns in the chapter.

**Evaluation** continue to place questions on caries on quizzes/exams.

**Current SLO** Using a diagnostic bitewing radiograph, the student will be able to interpret the presence or absence of caries.

**Assessment.** The radiographic interpretation form will assess this outcome. The student will interpret the bitewing radiograph by using a magnifying glass, and a light view box, and indicate either the presence or absence of caries on the form.

**Other** none

**Resource** Change the radiographic interpretation forms to include the type of carious lesions present as: incipient, moderate, advanced, severe.

**Comments** no

D H 71 OFFICE EMERGENCY PROCEDURES

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.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** Refer students with weak writing skills to FC writing center or other resources. Encourage students to use peer review before submitting writing assignments.

**Resource** Mini-courses or writing center resources.

**Comments** No.

#### *Second Reflection set*

**Finding** Students all completed their patient assessment paper with a grade of 75% to higher. The range in scores were 100-75, with a class average of 88%.

**Content** Continue to develop the directions for the clinical portion so that students have fewer questions.

**Method** Calibration of clinical faculty each year.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** Edit syllabus directions for this project.

**Resource** Time!

**Comments** No.

#### D H 75A CLINICAL DENTAL HYGIENE THEORY I

**Finding** Data shows that all students successfully passed their ultrasonic practical examination.

**Content** There are no changes at this time.

**Method** There are no changes at this time.

**Assignment** There are no changes at this time.

**Evaluation** There are no changes at this time

**Current SLO** There are no changes at this time

**Assessment.** There are no changes at this time

**Resource** Continued support is needed for instructional faculty, equipment maintenance and printing funds.

*Second Reflection set*

**Finding** Data shows that all students successfully passed their ultrasonic written examination.

**Content** There are no changes at this time.

**Method** There are no changes at this time.

**Assignment** There are no changes at this time.

**Evaluation** There are no changes at this time.

**Current SLO** There are no changes at this time.

**Assessment.** There are no changes at this time.

**Resource** Continued support is needed for instructional faculty, equipment maintenance and printing funds.

**D H 75B** CLINICAL DENTAL HYGIENE THEORY II

**Finding** Students successfully selected appropriate advanced instruments for patient care.

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

**Current SLO** No changes at this time.

**Assessment.** No changes at this time.

**Other** No changes at this time.

**Resource** Continued library and personnel support for teaching.

**Comments** Not at this time.

*Second Reflection set*

**Finding** Students successfully assessed anatomical features of dental anatomy to assist with effective root surface debridement.

**Content** No changes at this time.

**Method** No changes at this time.

**Assignment** No changes at this time.

**Evaluation** No changes at this time.

**Current SLO** No changes at this time.

**Assessment.** No changes at this time.

**Other** No changes at this time.

**Resource** Continued library and personnel support for teaching.

**Comments** Not at this time.

**D H 75C** CLINICAL DENTAL HYGIENE THEORY III

**Finding** The data indicates that the students successfully applied the criteria for selecting a patient for the dental hygiene California State Board Examination during clinic.

**Content** No changes are necessary at this time.

**Method** No changes are necessary at this time.

**Assignment** No changes are necessary at this time.

**Evaluation** No changes are necessary at this time.

**Current SLO** No changes are necessary at this time.

**Assessment.** No changes are necessary at this time.

**Other** None.

**Resource** No changes are necessary at this time.

**Comments** None.

*Second Reflection set*

**Finding** The data indicates that the students successfully assessed and determined the appropriateness of the patients according to criteria for dental hygiene licensure as established by the California State Board of Dental Examiners.

**Content** No changes are necessary at this time.

**Method** No changes are necessary at this time.



**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 89%. The students had a good grasp of what was expected of them during this lab final.

**Content** Add the video on an intraoral exam to the online modules

**Method** none

**Assignment** Have them take a mouth mirror and gauze home to practice on a family member, and have the family member evaluate their skill set.

**Resource** New digital video of an intraoral exam.

#### *Second Reflection set*

**Finding** The average for this evaluation was 83%. Some students did not follow specific instruction on where to find acceptable information regarding their oral hygiene aid.

**Content** Give more specific instructions and specific names of dental journals to use.

**Assignment** Assign each student an oral hygiene aid, they will then reasearch it with at least 2 peer reviewed articles and a list of references and write a 1 page paper regarding their oral hygiene aid. They will also do a 5 minute oral presentation to the class.

**Evaluation** Paper and oral presenation.

**Current SLO** Assign each student an oral hygiene aid, they will then reasearch it with at least 2 peer reviewed articles and a list of references and write a 1 page paper regarding their oral hygiene aid. They will also do a 5 minute oral presentation to the class.

**Assessment.** Passing grade of 75% or better

**Resource** Video and pictures

D H 290	DIRECTED STUDY	No SLO record.
D H 290X	DIRECTED STUDY	No SLO record.
D H 290Y	DIRECTED STUDY	No SLO record.
D H 290Z	DIRECTED STUDY	No SLO record.

14 of 25 Course IDs for *DANC* in the Physical Education Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
DANC 1A	FUNDAMENTALS OF BALLET I	
	<b>Finding</b> Consistent attendance and participation resulted in significant improvements in correct body placement, positions, flexibility, coordination, and core strength.	
	<b>Content</b> no change	
	<b>Method</b> no change	
	<b>Assignment</b> no change	
	<b>Evaluation</b> no change	
	<b>Current SLO</b> no change	
	<b>Assessment.</b> no change	
	<b>Other</b> no change	
	<b>Resource</b> Ballet barres and sound system	
	<b>Comments</b> no change	

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement and understanding of ballet steps and combinations, correct terminology, and musical analysis.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** ballet barres and sound system

**Comments** no change

DANC 1AS FUNDAMENTALS OF BALLET I

DANC 1AT FUNDAMENTALS OF BALLET I

No SLO record.

DANC 1B FUNDAMENTALS OF BALLET II

**Finding** Consistent attendance and participation resulted in significant improvements in correct body placement, positions, flexibility, coordination, and core strength.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** ballet barres and sound system

**Comments** no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement and understanding of ballet steps and combinations, correct terminology, and musical analysis

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** ballet barres and sound system

**Comments** no change

DANC 1BS FUNDAMENTALS OF BALLET II

No SLO record.

DANC 1BT FUNDAMENTALS OF BALLET II

No SLO record.

DANC 2 BEGINNING MODERN DANCE

**Finding** Consistent attendance and participation resulted in significant improvements in ability to create dance sequences and express individuality using correct body placement, positions, flexibility, coordination, and core strength.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** ballet barres and sound system

**Comments** no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement and understanding of modern dance steps and movement phrases with correct terminology and musical analysis.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** ballet barres and sound system

**Comments** no change

DANC 2S	BEGINNING MODERN DANCE	No SLO record.
DANC 2T	BEGINNING MODERN DANCE	No SLO record.
DANC 3A	BEGINNING JAZZ DANCE	

**Finding** Consistent attendance and participation resulted in significant improvements in ability to create jazz dance sequences and express individuality using correct body placement, positions, flexibility, coordination, and core strength.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** ballet barres and sound system.

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement and understanding of jazz dance steps and movement phrases with correct terminology and musical analysis.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** ballet barres and sound system.

**Comments** no change

DANC 3AS	BEGINNING JAZZ DANCE	No SLO record.
DANC 3AT	BEGINNING JAZZ DANCE	No SLO record.
DANC 3B	INTERMEDIATE JAZZ DANCE	

**Finding** Consistent attendance and participation resulted in significant improvements in ability to create intermediate jazz dance sequences and express individuality using correct body placement, positions, flexibility, coordination, and core strength.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource ballet barres and sound system  
 Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement and understanding of intermediate jazz dance steps and movement phrases with correct terminology and musical analysis.

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource ballet barres and sound system  
 Comments no change

DANC 3BS	INTERMEDIATE JAZZ DANCE	No SLO record.
DANC 3BT	INTERMEDIATE JAZZ DANCE	No SLO record.
DANC 4	BALLROOM & SOCIAL DANCE	

**Finding** Consistent attendance and participation resulted in significant understanding of the principles and goals for Ballroom and Social Dance.

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource no change  
 Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in ballroom steps, combinations, and terminology.

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource no change  
 Comments no change

DANC 5	WORLD DANCE
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**Finding** Consistent attendance and participation resulted in significant improvements in ability to create movement sequences from different cultures and express individuality using correct body placement, positions, flexibility, coordination, and core strength.

Content no change  
 Method no change  
 Assignment no change

Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource ballet barres and sound system  
 Comments no change

*Second Reflection set*

Finding Consistent attendance and participation resulted in significant improvement and understanding of steps and movement phrases from different world cultures with correct terminology and musical analysis.

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource ballet barres and sound system  
 Comments no change

DANC 5S	WORLD DANCE	No SLO record.
DANC 5T	WORLD DANCE	No SLO record.
DANC 6	BEGINNING COUNTRY-WESTERN LINE DANCING	

Finding Consistent attendance and participation resulted in significant improvements in ability to create Country-Western movement sequences and express individuality using correct body placement, positions, flexibility, coordination, and core strength.

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource ballet barres and sound system  
 Comments no change

*Second Reflection set*

Finding Consistent attendance and participation resulted in significant improvement and understanding of Country-Western movement phrases with correct terminology and musical analysis.

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource ballet barres and sound system  
 Comments no change

DANC 7	CHOREOGRAPHY
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Finding Consistent attendance and participation resulted in significant improvements in individual expression, correct body placement, positions, flexibility, coordination, and core strength.

Content no change  
 Method no change

Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvements in the understanding of the craft and aesthetic qualities of dance and the theory of creating dance.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change

DANC 8 DANCE PRODUCTION: REHEARSAL & PERFORMANCE

**Finding** Consistent attendance and participation resulted in significant understanding of the fundamental dance technique and skills necessary for public performance.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant increase in the experience and production aspects of dance performance.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change

DANC 9 MOVEMENT FOR ACTORS

**Finding** Consistent attendance and participation resulted in significant improvements in necessary movement skills to be proficient in an area of theatre.

Content no change  
Method no change  
Assignment no change  
Evaluation no change

Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvements in the ability to create movement sequences to physicalize a scene into action.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change

DANC 10 TOPICS IN DANCE HISTORY

**Finding** The average score across 5 quizzes was 83%. These findings show a relatively high success rate in learning outcomes for multiple-choice tests.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Other no change  
Resource no change  
Comments no change

*Second Reflection set*

**Finding** The average score across 5 written assignments was 82%. These findings show a relatively high success rate in learning outcomes for short essay assignments.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change  
Comments no change

DANC 11 FOOTHILL REPERTORY DANCE COMPANY

**Finding** Consistent attendance and participation resulted in significant improvements in dance technique and skills necessary for public performance of dance.

Content no change  
Method no change  
Assignment no change  
Evaluation no change  
Current SLO no change  
Assessment. no change  
Other no change  
Resource no change



Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant increases in practical experience in the production aspects of dance.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** no change

**Comments** no change

33 of 33 Course IDs for *DMS* in the Biological and Health Sciences Division 2009-2010  
have SLOs Defined.

Course ID	Title	Reflections
DMS 50A	DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES & PROTOCOLS	<p><b>Finding</b> Most students are able to recognize normal sonographic anatomy. Others need additional methods of instruction.</p> <p><b>Content</b> None at this time.</p> <p><b>Method</b> Bring in models and use of playdough.</p> <p><b>Assignment</b> Homework using playdough.</p> <p><b>Evaluation</b> Have the student demonstrate knowledge through this activity.</p> <p><b>Current SLO</b> None.</p> <p><b>Assessment.</b> None.</p> <p><b>Other</b> Do not understand.</p> <p><b>Resource</b> None at this time.</p> <p><b>Comments</b> None at this time.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> Most students are able to demonstrate fundamental skills and diagnostic interpretation. Others need additional methods of instruction.</p> <p><b>Content</b> None at this time.</p> <p><b>Method</b> None at this time.</p> <p><b>Assignment</b> More take homework assignments.</p> <p><b>Evaluation</b> Demonstration of homework assignments.</p> <p><b>Current SLO</b> None at this time.</p> <p><b>Assessment.</b> None at this time.</p> <p><b>Other</b> None at this time.</p> <p><b>Resource</b> None at this time.</p> <p><b>Comments</b> None at this time.</p>
DMS 50B	SONOGRAPHY & PATIENT CARE	<p><b>Finding</b> 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.</p> <p><b>Content</b> None at this time.</p> <p><b>Method</b> None at this time.</p> <p><b>Assignment</b> None at this time.</p> <p><b>Evaluation</b> None at this time.</p>

Current SLO See above.

Assessment. See above.

Other Do not understand.

Resource None at this time.

Comments None at this time.

*Second Reflection set*

**Finding** Students are able to demonstrate ethical & professional demeanor as per the SDMS Code of Conduct. While learned in this class the demonstration takes place in clinical practice.

**Content** None at this time.

**Method** May consider coming to class in professional attire.

**Assignment** Possible role play.

**Evaluation** None at this time.

Current SLO See above.

Assessment. See above.

Other Do not understand.

Resource None at this time.

Comments Not at this time.

DMS 51A SECTIONAL ANATOMY

**Finding** As working health care professionals and DMS students this material is germane to everyday practices. Mastery is demonstrated in other DMS classes.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

Current SLO See previous.

Assessment. See previous.

Other Do not understand this.

Resource None at this time.

Comments None at this time.

*Second Reflection set*

**Finding** It is difficult for the student to identify the anatomy in a 3D thinking with spatial recognition. Use of the textbook is not the full answer.

**Content** No change in content.

**Method** Bring in 3D phantom.

**Assignment** No change in assignment.

**Evaluation** Quizzes and exams.

Current SLO See previous.

Assessment. See previous.

Other Do not understand.

Resource Purchase phantoms for learning.

Comments Not at this time.

DMS 52A PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I

**Finding** Students who have completed intermediate algebra are more successful. Some of the students who had a level of elementary algebra were successful.

**Content** None at this time.

**Method** May expand the review of how to do basic math.

**Assignment** Add additional assignments.

**Evaluation** Take home assignments, tests.

Current SLO See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** None at this time.

**Comments** Not at this time.

*Second Reflection set*

**Finding** Demonstration of propagation speed is helpful for student learning. Using a variety of techniques improves learning about sound wave characteristics.

**Content** None at this time.

**Method** Continue to seek different ways to show in animation how these principles work.

**Assignment** None at this time.

**Evaluation** Demonstration, quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

DMS 52B

PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL  
SONOGRAPHY II

**Finding** Students found it relatively easy to identify the various types of transducers. This was applicable from having used them in the lab.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** None at this time.

**Comments** Not at this time.

*Second Reflection set*

**Finding** Students test well on this subject.

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Not at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** None at this time.

**Comments** Not at this time.

DMS 52C

PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL  
SONOGRAPHY III

**Finding** Students easily mastered quality control procedures.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes and exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

Comments Not at this time.

*Second Reflection set*

**Finding** Students had difficulty explaining harmonic imaging and volume scanning. If we could address the visual learner then principles may be more easily understood.

**Content** None at this time.

**Method** Incorporate hands-on activities through the use of a work station, and phantoms.

**Assignment** Probably in conjunction with campus lab activities.

**Evaluation** Performance if 2C is enacted plus quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Phantoms and work station.

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** None at this time.

**Method** Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography.

**Assignment** Online exercises and assignments.

**Evaluation** Online activity, quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Use of phantom and other DVD/CD support.

Comments Not at this time.

*Second Reflection set*

**Finding** This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.

**Content** Not at this time.

**Method** Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Look for cost effective CD for student purchase.

**Assignment** None in addition to what is expected.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** None at this time.

Comments Not at this time.

DMS 53B                   DIAGNOSTIC MEDICAL SONOGRAPHY II

**Finding** The majority of students could recognize normal anatomy. Due to the wide variety of abnormal anatomical structures this is more difficult.

**Content** None at this time.

**Method** Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography.

**Assignment** Perhaps online activities.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Phantoms, CD, DVD's.

Comments Not at this time.

*Second Reflection set*

**Finding** This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.

**Content** None at this time.

**Method** Use of phantom and other DVD/CD support.

**Assignment** Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Look for cost effective CD for student purchase.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** CD/DVD's for subjects.

**Comments** Not at this time.

**DMS 53C**                    **DIAGNOSTIC MEDICAL SONOGRAPHY III**

**Finding** The majority of students could recognize normal anatomy. Due to the wide variety of abnormal anatomical structures this is more difficult.

**Content** Not at this time.

**Method** Include additional online images for identification of normal and abnormal anatomical structures as they relate to sonography.

**Assignment** None at this time.

**Evaluation** Quizzes, exams, online exercises.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Use of phantom and other DVD/CD support.

**Comments** Not at this time.

*Second Reflection set*

**Finding** This is a complicated area of learning due to overlap of pathology with others and in conjunction with clinical symptoms. Lab tests are not easy to understand.

**Content** Not at this time.

**Method** None at this time.

**Assignment** Provide explanations and hand-outs for relevant lab tests. Provide websites for sonographic images of pathology. Look for cost effective CD for student purchase

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Use of phantom and other DVD/CD support. Look for cost effective CD for student purchase

**Comments** Not at this time.

**DMS 54A**                    **GYNECOLOGY**

**Finding** Students could describe normal size of the female reproductive system. Pathology was more difficult given the tremendous overlap of diseases with similar characteristics.

**Content** None at this time.

**Method** None at this time.

**Assignment** Probably assign more online research into the sonographic differences of pathology.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Phantoms.

**Comments** Not at this time.

*Second Reflection set*

**Finding** Understanding the pathology is difficult. Adding knowledge of normal reproductive tract size is not difficult but for pathology it becomes very difficult.

**Content** None at this time.

**Method** Incorporate the teaching phantom once purchased.

**Assignment** None at this time.

**Evaluation** Quizzes, exams

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Phantoms.

**Comments** Not at this time.

## DMS 54B GYNECOLOGY &amp; OBSTETRICS

**Finding** Students could describe normal female reproductive system. Pathology was more difficult given the tremendous overlap of diseases with similar characteristics.

**Content** None at this time.

**Method** None at this time.

**Assignment** Probably assign more online research into the sonographic differences of pathology.

**Evaluation** Quizzes and exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Use of a phantom, CD's/ DVD's.

**Comments** Not at this time.

*Second Reflection set*

**Finding** Understanding the pathology is difficult. Adding knowledge of normal reproductive tract size is not difficult but for pathology it becomes very difficult.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Phantom, CD's/DVD's.

**Comments** None at this time.

*Third Reflection set*

**Finding** Normal and the abnormal first trimester pregnancy was easy to learn. Embryology was much more difficult than anticipated.

**Content** None at this time.

**Method** Search for animation segments for embryology.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Phantoms, audio visuals assistance.

**Comments** Not at this time.

## DMS 55A OBSTETRICS I

**Finding** Normal fetal growth and sonographic measurements with correlation to accepted standards is straight forward and learned well. Development of the placenta, amniotic fluid and cord. Abnormalities, pathology and maternal complications. These subjects were more complicated and thus difficult.

**Content** Not at this time.

**Method** Look for online animation and support visuals.

**Assignment** Not at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Add audio visual support.

**Comments** Not at this time.

#### *Second Reflection set*

**Finding** Normal anatomy is relatively easy to learn. Methods of fetal dating is relatively easy to learn but takes more practice.

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Look to update interactive visuals.

**Evaluation** Quizzes and exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Add visuals such as CD's & DVD's. Look for interactive tools.

**Comments** Not at this time.

#### DMS 55B OBSTETRICS II

**Finding** Recognize clinical and sonographic signs of the abnormal pregnancy is a very complex and difficult. Additional media would be helpful.

**Content** None at this time.

**Method** No change.

**Assignment** Incorporate more media.

**Evaluation** Quizzes and exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Purchase other media to support these topics.

**Comments** Not at this time.

#### *Second Reflection set*

**Finding** Describe the sonographic findings of the fetus affected by maternal complications is complex and difficult. Students performed better than expected.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes and exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Purchase additional audiovisuals.

**Comments** Not at this time.

#### DMS 56A VASCULAR SONOGRAPHY



**Finding** Identify and illustrate vascular anatomy has more mixed results. It was interesting to learn this came more easily for some students who benefited from such learning in his or her hospital.

**Content** None at this time.

**Method** No change.

**Assignment** No change.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Look for animation to reinforce these subjects.

**Comments** Not at this time.

#### *Second Reflection set*

**Finding** List pathological conditions altering vascular flow are complex and difficult subjects. The more exposure students had to "live" cases in the hospital the better the student performed.

**Content** Not at this time.

**Method** No change.

**Assignment** No change.

**Evaluation** Quizzes, exams, assignments.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Look for animation to reinforce these subjects.

**Comments** Not at this time.

#### *Third Reflection set*

**Finding** Analyze doppler spectral waveforms of normal versus abnormal flow. This is relatively a difficult subject. Improvements were identified when sample exercises were incorporated.

**Content** None at this time.

**Method** None at this time.

**Assignment** Use more exercises to analyze doppler spectral waveforms.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Purchase exercises for student use.

**Comments** Not at this time.

### DMS 56B      ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY

**Finding** Describe imaging and non-imaging techniques for arterial, venous, and cerebrovascular studies was much easier to learn than anticipated. Those students with a prior medical background did much better than classmates, though others performed well.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** None at this time.

**Comments** Not at this time.

#### *Second Reflection set*

**Finding** Interpret doppler information as it relates to normal and abnormal flow states. Use of examples and worksheets improved scores and skills.

**Content** None at this time.

**Method** None at this time.

**Assignment** Continue to look for more varied worksheets of patient doppler information.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

#### DMS 60A CRITIQUE & PATHOLOGY I

**Finding** Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

**Content** None at this time.

**Method** Increase the role of image identification through increased time spent.

**Assignment** Will add images for online practice.

**Evaluation** Exercises, quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Need additional instructor time to develop these activities.

**Comments** Need additional instructor time to develop these activities.

#### *Second Reflection set*

**Finding** List the differential diagnosis that is responsible for sonographic changes is more difficult than expected. Need to increase test questions for this learning.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

#### DMS 60B CRITIQUE & PATHOLOGY II

**Finding** Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

**Content** Not at this time.

**Method** Increase the role of image identification through increased time spent.

**Assignment** Not at this time.

**Evaluation** Assignments, quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

#### *Second Reflection set*

**Finding** List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

**Content** Not at this time.

**Method** Increase the role of image identification through increased time spent.

**Assignment** Not at this time.

**Evaluation** Assignments, quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

DMS 60C                      CRITIQUE & PATHOLOGY III

**Finding** Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** None at this time.

**Comments** None at this time.

*Second Reflection set*

**Finding** List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** None at this time.

**Comments** None at this time.

DMS 60D                      CRITIQUE & PATHOLOGY IV

**Finding** Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.

**Content** None at this time.

**Method** Image identification through increased time spent.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

*Second Reflection set*

**Finding** List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.

**Content** None at this time.

**Method** Will add images for online practice.  
**Assignment** None at this time.  
**Evaluation** Quizzes, exams.  
**Current SLO** See previous.  
**Assessment.** See previous.  
**Other** Do not understand.  
**Resource** Not at this time.  
**Comments** Not at this time.

DMS 60E                      CRITIQUE & PATHOLOGY V

**Finding** Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.  
**Content** None at this time.  
**Method** Image identification through increased time spent.  
**Assignment** None at this time.  
**Evaluation** Quizzes, exams.  
**Current SLO** See previous.  
**Assessment.** See previous.  
**Other** Do not understand.  
**Resource** Not at this time.  
**Comments** Not at this time.

*Second Reflection set*

**Finding** List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.  
**Content** None at this time.  
**Method** Will add images for online practice.  
**Assignment** None at this time.  
**Evaluation** Quizzes, exams.  
**Current SLO** See previous.  
**Assessment.** See previous.  
**Other** Do not understand.  
**Resource** Not at this time.  
**Comments** Not at this time.

DMS 60F                      CRITIQUE & PATHOLOGY VI

**Finding** Recognize normal and abnormal anatomical structures is difficult to learn. The more examples, role play, and incorporation of feedback from students increased success.  
**Content** None at this time.  
**Method** Image identification through increased time spent.  
**Assignment** None at this time.  
**Evaluation** Quizzes, exams.  
**Current SLO** See previous.  
**Assessment.** See previous.  
**Other** Do not understand.  
**Resource** Not at this time.  
**Comments** Not at this time.

*Second Reflection set*

**Finding** List the differential diagnosis that is responsible for sonographic changes is much more difficult than anticipated. Those students who purchased a recommend book source performed better.  
**Content** None at this time.  
**Method** Will add images for online practice.

Assignment None at this time.  
 Evaluation Quizzes, exams.  
 Current SLO See previous.  
 Assessment. See previous.  
 Other Do not understand.  
 Resource Not at this time.  
 Comments Not at this time.

#### DMS 70A CLINICAL PRECEPTORSHIP I

Finding We are meeting objectives for this SLO. This objective is confirmed by employer/graduate surveys.  
 Content No changes needed.  
 Method No changes needed.  
 Assignment No changes needed.  
 Evaluation Will continue to refine assessments for clinical learning.  
 Current SLO Indeterminate.  
 Assessment. Indeterminate.  
 Other Indeterminate.  
 Resource No  
 Comments No

##### *Second Reflection set*

Finding List the differential diagnosis for each disease process as related to the hospital/patient examination. Some students need to "step up to the plate" to incorporate differential diagnosis while performing patient examinations. They have the material and need to be more responsible.  
 Content Not at this time.  
 Method Look for ways to mandate a higher level of recall and responsibility.  
 Assignment Online patient cases to solve.  
 Evaluation Qizzes, exams, role play.  
 Current SLO See previous.  
 Assessment. See previous.  
 Other Do not understand.  
 Resource Not at this time.  
 Comments Not at this time.

##### *Third Reflection set*

Finding Performs sonographic exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.  
 Content Not at this time.  
 Method Not at this time.  
 Assignment Not at this time.  
 Evaluation Qizzes, exams.  
 Current SLO See Previous.  
 Assessment. See previous.  
 Other Do not undrestand.  
 Resource Not at this time.  
 Comments Not at this time.

#### DMS 70B CLINICAL PRECEPTORSHIP II

Finding We are meeting objective. Will continue to refine assessments for clinical learning.  
 Content No changes needed.  
 Method No changes needed.  
 Assignment No changes needed.

Evaluation Will continue to refine assessments.  
 Current SLO Indeterminate  
 Assessment. Indeterminate  
     Other Indeterminate  
 Resource No  
 Comments No

*Second Reflection set*

Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.  
 Content Not at this time.  
 Method Not at this time.  
 Assignment Not at this time.  
 Evaluation Quizzes, exams.  
 Current SLO See previous.  
 Assessment. See Previous.  
     Other Do not understand.  
 Resource Not at this time.  
 Comments Not at this time.

*Third Reflection set*

Finding Performs sonographic exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.  
 Content Not at this time.  
 Method Not at this time.  
 Assignment Not at this time.  
 Evaluation Quizzes, exams.  
 Current SLO See previous.  
 Assessment. See previous.  
     Other Do not understand.  
 Resource Not at this time.  
 Comments Not at this time.

DMS 70C                      CLINICAL PRECEPTORSHIP III

Finding We are meeting objectives for this SLO. The objectives is confirmed by employer/graduate surveys.  
 Content No changes needed.  
 Method No changes needed.  
 Assignment No changes needed.  
 Evaluation Will continue to refine assessment.  
 Current SLO Indeterminate  
 Assessment. Indeterminate  
     Other Indeterminate  
 Resource No  
 Comments No

*Second Reflection set*

Finding Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.  
 Content None at this time.  
 Method None at this time.  
 Assignment None at this time.  
 Evaluation Quizzes, exams.  
 Current SLO See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

*Third Reflection set*

**Finding** according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.

**Content** None at this time.

**Method** None at this time.

**Assignment** None at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

DMS 70D CLINICAL PRECEPTORSHIP IV

**Finding** We are meeting objectives for this SLO. The objectives are confirmed by employer and graduate surveys.

**Content** No changes needed.

**Method** No changes needed.

**Assignment** No changes needed.

**Evaluation** Will continue to refine assessment.

**Current SLO** Indeterminate.

**Assessment.** Indeterminate.

**Other** Indeterminate.

**Resource** No

**Comments** No

*Second Reflection set*

**Finding** Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Not at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

*Third Reflection set*

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Not at this time.

**Evaluation** Quizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.



## DMS 70E CLINICAL PRECEPTORSHIP V

**Finding** We are meeting objectives for this SLO. The objective is confirmed by employer and graduate surveys.

**Content** No changes needed.

**Method** No changes needed.

**Assignment** No changes needed.

**Evaluation** Will continue to refine assessments.

**Current SLO** Indeterminate.

**Assessment.** Indeterminate.

**Other** Indeterminate.

**Resource** No

**Comments** No

*Second Reflection set*

**Finding** Obtain pertinent studies, reports, lab values as they relate to the examination. Students are performing better than expected.

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Not at this time.

**Evaluation** Qizzes, exams

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

*Third Reflection set*

**Finding** according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. Students were much better prepared than expected.

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Not at this time.

**Evaluation** Qizzes, exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

## DMS 72A DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS

**Finding** Produce diagnostic sonographic images, optimizing technical factors. This lab class sets goals and objectives for basic technical skills. The majority of the students could accomplish the objectives. A small percentage lag behind and could use more instructor time.

**Content** Not at this time.

**Method** Increase instructor time per student depending on funding.

**Assignment** There is no time for additional lab assignments with the current funding restrictions.

**Evaluation** Quizzes, performance testing.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Increase instructor time per student depending on funding.

**Comments** Increase instructor time per student depending on funding.

*Second Reflection set*

**Finding** Acquire and analyze data obtained using ultrasound and related diagnostic technologies. This SLO directly is linked to #2 above. Same comments regarding overall success and those students who need additional instructor time.

**Content** Not at this time.

**Method** Increase instructor time per student depending on funding.

**Assignment** See comment 2B.

**Evaluation** Quizzes, exams, skills testing.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Increase instructor time per student depending on funding.

**Comments** Increase instructor time per student depending on funding.

DMS 72E      DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS

**Finding** Acquire and analyze data obtained using ultrasound and related diagnostic technologies. As these students are nearing program completion the success rates is higher than anticipated.

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Not at this time.

**Evaluation** Quizzes, exams, skills testing.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

*Second Reflection set*

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Not at this time.

**Evaluation** Quizzes, exams, skills testing.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

DMS 80A      ADVANCED SONOGRAPHIC PRINCIPLES

**Finding** Employ interpretative and analytical skills with an emphasis on advanced techniques as evidenced through ARDMS registry preparation testing. Students perform average to good for the first two practice tests and then steadily improve for the rest of the exams.

**Content** Not at this time.

**Method** Not at this time.

**Assignment** Not at this time.

**Evaluation** Practice exams.

**Current SLO** See previous.

**Assessment.** See previous.

**Other** Do not understand.

**Resource** Not at this time.

**Comments** Not at this time.

*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 Do not understand.  
 Resource Not at this time.  
 Comments Not at this time.

DMS 290	DIRECTED STUDY	No SLO record.
DMS 290X	DIRECTED STUDY	No SLO record.
DMS 290Y	DIRECTED STUDY	No SLO record.
DMS 290Z	DIRECTED STUDY	No SLO record.

4 of 11 Course IDs for *ECON* in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
ECON 1A	PRINCIPLES OF MACROECONOMICS	
	<p><b>Finding</b> Overall, the students demonstrated a good grasp of the supply and demand model. For the most part, students were able to successfully diagram and label the Supply and Demand graph. However, some students had difficulty interpreting the various shift factors presented, properly illustrating those shifts in the model, and identifying the new equilibrium price and quantity.</p> <p><b>Content</b> No changes</p> <p><b>Method</b> No changes</p> <p><b>Assignment</b> No changes</p> <p><b>Evaluation</b> No Changes</p> <p><b>Current SLO</b> No changes</p> <p><b>Assessment.</b> We relaxed the problem so that instructors are free to choose the market and any 2 shifts that they want. Many instructors found the rigid format constraining - particularly when they want to create multiple versions of exams.</p> <p><b>Other</b> None.</p> <p><b>Resource</b> None needed.</p> <p><b>Comments</b> No</p>	
	<i>Second Reflection set</i>	
	<p><b>Finding</b> While generally adequate, some students have difficulty correctly interpreting the impacts of floors and ceilings.</p> <p><b>Content</b> Greater emphasis on the distinction and problems of price floors vs. price ceilings.</p> <p><b>Method</b> 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.</p> <p><b>Assignment</b> None</p> <p><b>Evaluation</b> No changes</p> <p><b>Current SLO</b> No changes</p> <p><b>Assessment.</b> We relaxed the problem so that instructors are free to choose the market and ask about either a price ceiling or a price floor. Many instructors found the rigid format constraining - particularly when they want to create multiple versions of exams.</p> <p><b>Other</b> None</p> <p><b>Resource</b> None</p> <p><b>Comments</b> No</p>	
	<i>Third Reflection set</i>	

**Finding** Varied results among instructors. Instructors seemingly asked slightly different questions...and the grading may have been inconsistent.

**Content** Greater emphasis on the AS/AD Model; specifically its components, shift factors, whether to use expansionary or contractionary macro policy and when, and how to properly present them in graphical form.

**Method** None

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** The question was streamlined for future use.

**Other** None

**Resource** None

**Comments** No

#### *Forth Reflection set*

**Finding** As with SLO #3, Instructors seemingly asked slightly different questions...and the grading may have been inconsistent.

**Content** Greater emphasis on Fiscal and Monetary Policies and their pros and cons.

**Method** None

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** The question was replaced with a new question that is not model-based. We felt that Questions #3 and #4 were too similar in content and style.

**Other** None

**Resource** None

**Comments** No

#### ECON 1B PRINCIPLES OF MICROECONOMICS

**Finding** The students have a good grasp of the supply and demand model. The aggregate average score was 7.3 (out of 10). This was seen as being satisfactory for the question.

**Content** No changes

**Method** No changes

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** We relaxed the problem so that instructors are free to choose the market and any 2 shifts that they want. Many instructors found the rigid format constraining – particularly when they want to create multiple versions of exams.

**Other** No changes

**Resource** None

**Comments** We were satisfied with student performance here.

#### *Second Reflection set*

**Finding** While generally adequate, some students have difficulty correctly interpreting the impacts of floors and ceilings. The weighted average score was 6.3 (out of 10).

**Content** More in class practice to highlight the impacts of price floors and price ceilings.

**Method** One instructor suggested drawing 5 or 6 questions on the board one day of varying difficulty. Then let students work on them in small groups. Then have students come up and do them. He felt this was important in demonstrating to students that are behind that others in the class can do these problems.

**Assignment** See above part B.

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** We relaxed the problem so that instructors are free to choose the market and ask about either a price ceiling or a price floor. Many instructors found the rigid format constraining – particularly when they want to create multiple versions of exams.

**Other** No changes

**Resource** None

**Comments** No

### *Third Reflection set*

**Finding** Students did fine on the first two parts of this question - with averages around 7 out of 10. However, very few students had the critical ability to correctly find the revenue-maximizing price given the cost curves and a downward sloping demand (and MR) curve. Average scores here were 0.7 out of 10.

**Content** No changes.

**Method** No changes.

**Assignment** No changes

**Evaluation** No changes

**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 average score was 6.4 (out of 10).

**Content** No changes.

**Method** We shared ideas as to teaching this marginal concept - though we did not specify changes that we all must adhere to.

**Assignment** No changes.

**Evaluation** None

**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 26 students did well (7.6 out of 10) on the first part of this assessment (calculation opp cost and determining comparative advantage) but not so well (4.4 out of 10) on the second part (calculate gains from trade given the terms of trade and quantity of one good traded). I believe the assessment question may have been too involved or I should place a touch more emphasis on the worksheets that force them to do these calculations.

Content No change  
 Method Place a touch more emphasis on the worksheets that force them to do these calculations.  
 Assignment No change  
 Evaluation No change  
 Current SLO No change  
 Assessment. Perhaps simplify the question a little bit.  
 Other I will assess the difficulty of the question when I next teach the class and make a decision as to whether or not to amend it.  
 Resource None  
 Comments No

*Second Reflection set*

**Finding** Students did well on this assessment question (7.4 out of 10). Students understood the basic argument against protectionism.

Content No change  
 Method No change  
 Assignment No change  
 Evaluation No change  
 Current SLO No change  
 Assessment. No change  
 Other None  
 Resource None  
 Comments no

*Third Reflection set*

**Finding** Despite its difficulty, students did extremely well on this assessment (9.5 out of 10).

Content No change  
 Method No change

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	No SLO record.
ECON 35	DEPARTMENT HONORS PROJECTS IN ECONOMICS	No SLO record.
ECON 36	SPECIAL PROJECTS IN ECONOMICS	No SLO record.
ECON 36X	SPECIAL PROJECTS IN ECONOMICS	No SLO record.
ECON 36Y	SPECIAL PROJECTS IN ECONOMICS	No SLO record.
ECON 36Z	SPECIAL PROJECTS IN ECONOMICS	No SLO record.

0 of 5 Course IDs for *EDUC* in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
EDUC 50	PRINCIPLES OF EDUCATION: THE TEACHING CHALLENGE	No SLO record.
EDUC 301	INSTRUCTIONAL METHODS & MEDIA	No SLO record.
EDUC 301X	INSTRUCTIONAL METHODS & MEDIA	No SLO record.
EDUC 301Y	INSTRUCTIONAL METHODS & MEDIA	No SLO record.
EDUC 301Z	INSTRUCTIONAL METHODS & MEDIA	No SLO record.

28 of 3 Course IDs for *EMT* in the Biological and Health Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
EMT 303	EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION	<p><b>Finding</b> Written test scores do not always accurately reflect student knowledge of updated policies, regulations, and other related topics in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.</p> <p>Content None</p> <p>Method None</p> <p>Assignment None</p> <p>Evaluation None</p> <p>Current SLO None</p> <p>Assessment. None</p> <p>Other None</p> <p>Resource None</p> <p>Comments No</p>

#### *Second Reflection set*

**Finding** Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale- a standard for EMT programs. Here's an example:  
 A. The student rapidly and continuously assesses ill or injured patients.  
 1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to evaluator interpretation. Each different instructor



could potentially rate the same student performance in a different manner. However, since these same instruments are used during the student's national and state licensing examination- this imperfection must be accepted.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

#### EMT 304 EMERGENCY MEDICAL TECHNICIAN: BASIC PART A

**Finding** Written test scores do not always accurately reflect student knowledge in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale- a standard for EMT programs. Here's an example:

A. The student rapidly and continuously assesses ill or injured patients.  
 1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to evaluator interpretation. Each different instructor could potentially rate the same student performance in a different manner. However, since these same instruments are used during the student's national and state licensing examination- this imperfection must be accepted.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

#### *Second Reflection set*

**Finding** Written test scores do not always accurately reflect student knowledge in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale- a standard for EMT programs. Here's an example:

A. The student rapidly and continuously assesses ill or injured patients.  
 1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to evaluator interpretation. Each different instructor could potentially rate the same student performance in a different manner. However, since these same instruments are used during the student's national and state licensing examination- this imperfection must be accepted.

Content None  
 Method None

Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

#### EMT 305 EMERGENCY MEDICAL TECHNICIAN: BASIC PART B

**Finding** Written test scores do not always accurately reflect student knowledge in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale- a standard for EMT programs. Here's an example:

A. The student rapidly and continuously assesses ill or injured patients.

1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to evaluator interpretation. Each different instructor could potentially rate the same student performance in a different manner. However, since these same instruments are used during the student's national and state licensing examination- this imperfection must be accepted.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

#### *Second Reflection set*

**Finding** Written test scores do not always accurately reflect student knowledge in the EMT field required for certification. Students may have trouble understand the wording of a test question. They may have the knowledge but are unable to demonstrate that knowledge on a written test.

Skill proficiency is an excellent way to assess SLOs. The evaluation instruments have a Likert scale- a standard for EMT programs. Here's an example:

A. The student rapidly and continuously assesses ill or injured patients.

1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to evaluator interpretation. Each different instructor could potentially rate the same student performance in a different manner. However, since these same instruments are used during the student's national and state licensing examination- this imperfection must be accepted.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None

Resource None  
Comments No

25 of 15 Course IDs for *EMTP* in the Biological and Health Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
EMTP 60A	MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IA	<p><b>Finding</b> The paramedic student's understanding of the roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers takes more time than just one college quarter. Students understand their roles and responsibilities to a high enough degree to show proficiency on a written test. This is sufficient for their 1st course within the paramedic program. As the student progresses through the program their understanding will grow. Students have been 100% successful on the national certification exam (99-100% pass on the 1st attempt of the test).</p> <p><b>Content</b> None necessary.</p> <p><b>Method</b> Lecture and discussion.</p> <p><b>Assignment</b> Reading and workbook assignments that include: fill-in-the-blank, matching, multiple choice test questions, 911 scenario-based critical thinking questions, true/false, and short answers.</p> <p><b>Evaluation</b> Written multiple choice tests and essay questions.</p> <p><b>Current SLO</b> At the completion of this unit, the paramedic student will understand his or her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers.</p> <p><b>Assessment.</b> Written multiple choice tests and essay questions.</p> <p><b>Other</b> None</p> <p><b>Resource</b> No</p> <p><b>Comments</b> No</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> Midterm and final tests contain only one measure of a student's understanding of the principles of history taking and techniques of physical exam to perform a patient assessment. The co-requisite course measures students psycho-motor performance in 911 lab simulations. The two compliment each other nicely.</p> <p><b>Content</b> None</p> <p><b>Method</b> Lecture &amp; discussion.</p> <p><b>Assignment</b> Essays and workbook assignments that include: multiple-choice test questions, matching, short answers, and 911 scenario critical thinking questions.</p> <p><b>Evaluation</b> Written tests and essay questions.</p> <p><b>Current SLO</b> 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.</p> <p><b>Assessment.</b> Written tests and essay questions.</p> <p><b>Other</b> None</p> <p><b>Resource</b> No</p> <p><b>Comments</b> No</p>
EMTP 60B	MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB	<p><b>Finding</b> 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.</p> <p><b>Content</b> none</p> <p><b>Method</b> none</p> <p><b>Assignment</b> none</p>

**Evaluation** We need to create addition categories that encompass "personal wellness" and add them to our affective domain evaluation instrument.

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** no

### *Second Reflection set*

**Finding** Physical examination assessment are very specific and students tend to understand what is expected of them. History taking assessment are too unspecific. Competence in patient assessment takes time and patience.

**Content** History taking assessment need to be more specific.

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** The testing instruments need to have the specific components of a competent history taking assessment.

**Resource** Faculty time.

**Comments** No

EMTP 61A

MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIA

**Finding** Written exams that prepare students for their national board certifying exam and paramedic licensure- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

### *Second Reflection set*

**Finding** Written exams that prepare students for their national board certifying exam and paramedic licensure- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

EMTP 61B

## MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE &amp; PSYCHOMOTOR IIB

**Finding** Based upon the item analysis- many questions are thrown out (because more than half the class misses the question). This probably means that the students either do not understand how to answer the test question or they don't know the answer (do not understand the concept). Written exams that prepare students for their national board certifying exam and paramedic licensure (such as those that are administered to assess this SLO)- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. I believe that our methods of exposing the students to national exam type questions while performing an item analysis and removing test questions in which more than half the class misses the question serves to produce paramedic students who pass the national registry exam at an almost 100% 1st time pass rate. Students who go on from this class and attend the ambulance internship course almost always pass the internship. This implies that the students understand and can demonstrate physical competency in this SLO.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

*Second Reflection set*

**Finding** The strategy to assess this SLO: students complete written multiple choice & essay question quizzes, midterms with multiple choice & essay questions, and final exams with multiple choice. In addition they complete essay questions and homework assignments that include: case studies with questions, matching, fill-in-the-blank, multiple choice, identification of a concept, ambulance call questions, true/false, short answer, word find, fill-in-the-table.

This SLO fits into the overall course assessment picture:

**GRADING POLICY** The grading policy is a combination of pass/fail and letter grade. Students must pass the "pass/fail" portions (the final exam) in order to receive a grade higher than a "D" in the course.

The Overall Grade for this academic quarter of the program is comprised of 2 large categories: Affective, and Cognitive. Affective is worth 5% of the overall quarter. Cognitive is worth 95% of the overall grade. The grading scale for the overall quarter grade is as follows:

93-100 A 85-92 B 78-84 C 70-77 D 69 & below F

The Cognitive domain is comprised of 4 large categories: Quizzes, Workbook Assignments, Modular/Midterm Exams, Final Exams.

(20% of overall grade) Quizzes are comprised of essays and multiple choice questions.

(30% of overall grade) Modular/Midterm Exams are comprised of essays and multiple choice questions.

(30% of overall grade) Final Exams are comprised of multiple choice questions and are pass/fail. Passing score is a 75% in each category, plus an overall 80%.

(20% of overall grade) Assignments are comprised of in-class workbooks or other activities and assignments (such as essay questions and PCRs).

Students may drop their lowest quiz score and their lowest midterm score. An item analysis is determined on each test. If more than half the students miss a test question- the test question is removed from the test.

#### OTHER ASSESSMENT STRATEGIES:

If there is more than a 33% attrition rate- this signals a problem. We use attrition rate as a barometer for not only this SLO- but how this and other SLOs fit into the larger picture.

We use student performance in the ambulance internship, feedback from ambulance field preceptors, and faculty site visit observations during the field internship as assessments of this SLO.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

#### EMTP 62A MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE & AFFECTIVE IIIA

**Finding** Based upon the item analysis- many questions are thrown out (because more than half the class misses the question). This probably means that the students either do not understand how to answer the test question or they don't know the answer (do not understand the concept). Written exams that prepare students for their national board certifying exam and paramedic licensure (such as those that are administered to assess this SLO)- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. I believe that our methods of exposing the students to national exam type questions while performing an item analysis and removing test questions in which more than half the class misses the question serves to produce paramedic students who pass the national registry exam at an almost 100% 1st time pass rate. Students who go on from this class and attend the ambulance internship course almost always pass the internship. This implies that the students understand and can demonstrate physical competency in this SLO.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

#### *Second Reflection set*

**Finding** Based upon the item analysis- many questions are thrown out (because more than half the class misses the question). This probably means that the students either do not understand how to answer the test question or they don't know the answer (do not understand the concept). Written exams that prepare students for their national board certifying exam and paramedic licensure (such as those that are administered to assess this SLO)- do little to prepare the student to perform as safe, competent practicing paramedics in the field. Our 1st time pass rate on the national exam is almost 100% most years. I believe this is because we use written exams that reflect the same type of questions students will receive at the national exam. I believe that our methods of exposing the students to national exam type questions while performing an item analysis

and removing test questions in which more than half the class misses the question serves to produce paramedic students who pass the national registry exam at an almost 100% 1st time pass rate. Students who go on from this class and attend the ambulance internship course almost always pass the internship. This implies that the students understand and can demonstrate physical competency in this SLO.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments No

EMTP 62B

MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB

**Finding** The national paramedic testing organization uses 911 oral scenario simulation testing. In our program we use the same testing instrument to assess this SLO. We find that we are able to assess student performance effectively with this method. Unfortunately, this method is time consuming because it requires that one instructor sit with one student and deliver a 911 oral scenario simulation test. Because this is so time consuming and expensive- we deliver this exam as a midterm and as a final exam. We perform a modified version of this 911 oral scenario simulation throughout the course by administering practical group exercises. The group exercises do not simulate the national exam well because students can help one another. Because of time and money constraints it is unrealistic to provide one-on-one evaluation/assessment more than twice during the course.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None

Comments NO

*Second Reflection set*

**Finding** The national paramedic testing organization uses 911 oral scenario simulation testing. In our program we use the same testing instrument to assess this SLO. We find that we are able to assess student performance effectively with this method. Unfortunately, this method is time consuming because it requires that one instructor sit with one student and deliver a 911 oral scenario simulation test. Because this is so time consuming and expensive- we deliver this exam as a midterm and as a final exam. We perform a modified version of this 911 oral scenario simulation throughout the course by administering practical group exercises. The group exercises do not simulate the national exam well because students can help one another. Because of time and money constraints it is unrealistic to provide one-on-one evaluation/assessment more than twice during the course.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource None



## Comments No

EMTP 63A

MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL  
SPECIALTY ROTATIONS

**Finding** The evaluation instruments have a Likert scale- a standard for paramedic programs. Here's an example:

A. The student rapidly and continuously assesses ill or injured patients.  
1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to interpretation. Each different clinical RN preceptor could potentially rate the same student performance in a different manner.

**Content** None

**Method** None

**Assignment** None

**Evaluation** We need to check with other paramedic programs and our accrediting body to ask for advice on how to overcome inter-rater reliability.

**Current SLO** None

**Assessment.** We need to check with other paramedic programs and our accrediting body to ask for advice on how to overcome inter-rater reliability.

**Other** None

**Resource** Faculty time.

**Comments** No

*Second Reflection set*

**Finding** The evaluation instruments have a Likert scale- a standard for paramedic programs. Here's an example:

A. The student rapidly and continuously assesses ill or injured patients.  
1 = very poor 2 = poor 3 = satisfactory 4 = very good 5 = excellent

This evaluation is good because it provides feedback for the student. The problem with this evaluation is that the definition of "very poor", "poor", "satisfactory", "very good", and "excellent" are ill-defined and open to interpretation. Each different clinical RN preceptor could potentially rate the same student performance in a different manner.

**Content** None

**Method** None

**Assignment** None

**Evaluation** We need to find a way to increase inter-rater reliability. We will talk to other schools and our accrediting body for guidance.

**Current SLO** None

**Assessment.** We need to find a way to increase inter-rater reliability. We will talk to other schools and our accrediting body for guidance.

**Other** None

**Resource** Faculty time.

**Comments** no

EMTP 63B

MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: HOSPITAL  
EMERGENCY DEPARTMENT ROTATIONS

**Finding** It is certainly possible that students could falsely document an assessment, field impression and pharmacologic management plan. But this would be almost as time consuming and certainly more difficult than actually performing an assessment, creating a field impression and implementing a pharmacologic management plan on a live real patient. In addition, students are monitored closely by the RN hospital preceptor while they attend these rotations.

**Content** None

**Method** None

**Assignment** None

Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

*Second Reflection set*

**Finding** It is certainly possible that students could falsely document their venous access success rate and their medication administrations. But this would be almost as time consuming and certainly more difficult than actually performing venous access and medication administration on a live real patient. In addition, students are monitored closely by the RN hospital preceptor while they attend these rotations.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments NO

EMTP 64A MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE  
 FIELD INTERNSHIP

**Finding** There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

*Second Reflection set*

**Finding** There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

EMTP 64B MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: AMBULANCE  
 FIELD INTERNSHIP

**Finding** There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

*Second Reflection set*

**Finding** There is variance among paramedic field preceptor ratings. We have no choice in the use of assessment strategies because our state law requires the use of a specific evaluation instrument. We have consistent contact with the student and paramedic field preceptor that problems tend to be minimal.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

EMTP 64C      MOBILE INTENSIVE CARE PARAMEDIC PROGRAM: EXTENSION  
AMBULANCE FIELD INTERNSHIP

**Finding** There is variance among paramedic field preceptor ratings. But because we have consistent contact with the student and paramedic field preceptor the problem tends to be minimal.

**Content** none necessary

*Second Reflection set*

**Finding** There is variance among paramedic field preceptor ratings. But because we have consistent contact with the student and paramedic field preceptor the problem tends to be minimal.

**Content** none necessary

EMTP 190      DIRECTED STUDY

**Finding** There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

**Content** none necessary

*Second Reflection set*

**Finding** There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

**Content** none

EMTP 190X      DIRECTED STUDY

**Finding** There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

**Content** none necessary

*Second Reflection set*

**Finding** There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

**Content** none necessary

EMTP 190Y DIRECTED STUDY

**Finding** There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

**Content** none necessary

*Second Reflection set*

**Finding** There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

**Content** none necessary

EMTP 190Z DIRECTED STUDY

**Finding** There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

**Content** none necessary

*Second Reflection set*

**Finding** There is variance among instructor ratings. In many cases we have no choice in the use of assessment strategies because our state law and/or national accrediting agency requires use of a specific evaluation instrument. But we try to be as objective as possible.

**Content** none necessary

29 of 49 Course IDs for *ENGL* in the Language Arts Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
ENGL 1A	COMPOSITION & READING	
	<i>Second Reflection set</i>	
	<b>Finding</b> Students understand the concept of the SLO (articulation of a thesis) but the data show differences in the effective application of the SLO. Points of disagreement that arose during the evaluation of the SLO suggest that student application can be improved through 1. Ongoing faculty discussion to define legitimate nuances in terms of the function of a thesis, 2. Ongoing norming to agreed-upon conventions, and 3. Explicit instruction of conventions and the conditions under which writers might depart from conventions.	
	<b>Content</b> We would like to see an increased and/or reinforced focus on composition skills as opposed to thematic content. In addition, we believe the course objectives can be more deeply considered relative to writing across the disciplines.	
	<b>Method</b> In the spirit of renewed focus on the art and skills of composition, we suggest workshops that provide more time on the tasks of writing. For example, a workshop in which students work in groups to assess an essay, including the thesis, can increase student "interaction" with our rubric and increase meta-awareness of the criteria/conventions of effective	

academic writing. In-class writing workshops can provide students more guided practice in meeting the conventions and expectations of various academic audiences.

**Assignment** A key finding of our assessment process was that the wording of the prompt will directly influence the students' ability to perform the SLO. In addition, the wording of the prompt directly influences the assessment of the SLO. For this reason, we believe faculty can focus on the skill and practice of writing prompts.

**Evaluation** We found the group reading to be highly effective. We believe that the essay continues to be the appropriate method for evaluating the SLO. But we believe that ongoing discussions to define standards, norm faculty, and assess outcomes must be required, not optional, as part of our course evaluation procedures. To this end, we might explore the pros and cons of a board graded common final. At the very least, we suggest that the department determine a reasonable method for increasing participation in these ongoing sessions. This, in turn, will increase the sample size of student essays, providing a more solid basis for reasonable conclusions and, if appropriate, substantive change.

**Current SLO** We believe the department can come to some decisions about specific conventions relating to thesis, including: location/placement, explicit versus implicit, conveyance of organizational structure. These decisions must then be incorporated into a revised SLO rubric. While a focus on discrete skills (such as thesis) forces us as instructors to have meaningful conversations about the nuances of convention and expectation in academic writing (and resolve/acknowledge disagreements), we must also consider that discrete skills in writing (such as thesis) must be evaluated in relation to the essay as a whole, as well as other discrete elements (e.g., organization, development).

**Assessment.** None

**Other** None

**Resource** If we are to pursue ongoing sessions to define standards, norm faculty, and assess SLOs, and if we are to achieve the necessary levels of participation in these sessions (including adjunct faculty), we must address issues of time, space, and incentive. For adjunct faculty especially, many of whom split their time among several campuses, we might explore asynchronous online methods for collaboration. In the short term, we would like to organize a retreat on writing prompts.

**Comments** When approached thoughtfully and with intention, the SLO requirement can provide opportunity for faculty to meet and discuss grading standards, evaluation techniques, and teaching in general. We would like to see follow-up discussion of large-scale macro changes, such as board-graded exams, learning communities, and ePortfolios, to address a potential campus-wide disconnect between macro-changes and micro-level assessment of individual SLOs.

ENGL 1AH

HONORS COMPOSITION & READING

ENGL 1B

COMPOSITION, CRITICAL READING & THINKING

**Finding** We found that inferences in the essays were often obvious, and failed to gesture toward deeper kinds of interpretations. We discussed how to evaluate writers who either misinterpret or summarize a text in a literary analysis.

We concluded that the current 1B SLO rubric needs to be clarified because it tries to cover too many aspects of essay writing. We need to clarify the outcome that what we are looking for, because the current rubric includes elements like connotation versus denotation, which could detract from a focus on the primary outcome (in this case: inference and interpretation).

**Content** None

**Method** Work on improving students' ability to do a close reading and ability to identify key ideas in their writing.

**Assignment** None, except on an individual basis.

**Evaluation** None

**Current SLO** The rubric needs to be clarified and perhaps more narrowly focused, as discussed in item #1 above.

**Assessment.** None

**Other** None

**Resource** Paid time to have the department consider this outcome and the English 1B course outline, such as at a faculty retreat.

**Comments** None

ENGL 1BH	HONORS COMPOSITION, CRITICAL READING, & THINKING	
ENGL 1C	ADVANCED COMPOSITION	
	<b>Finding</b> Majority of students demonstrated adequate mastery of critical thinking analysis based on the rubric. They were able to identify the difference between induction and deduction and whether or not an argument would be valid/sound or strong/weak.	
	<b>Content</b> Add one more additional argument analysis exercise.	
	<b>Method</b> No	
	<b>Assignment</b> Assign one additional argument analysis which would be in essay form or problem sets. (from _Discovering Arguments_)	
	<b>Evaluation</b> No	
	<b>Current SLO</b> No	
	<b>Assessment.</b> The test and the reading were productive.	
	<b>Other</b> No	
	<b>Resource</b> No	
	<b>Comments</b> The instructor found developing the rubrics a very useful exercise because it helped articulate appropriate stages of student development and mastery of course context.	
	<i>Second Reflection set</i>	
	<b>Finding</b> The students were proficient in identifying the major fallacies, according to the grading rubric. Instead of reading the argument, they were too eager to find fallacies at the expense of the argument.	
	<b>Content</b> Reduce the amount of time spent on fallacies and emphasize argument analysis.	
	<b>Method</b> Limit the teaching of fallacies to one classification framework, tied to rhetorical appeals.	
	<b>Assignment</b> Cut one fallacy exercise.	
	<b>Evaluation</b> No	
	<b>Current SLO</b> No	
	<b>Assessment.</b> No	
	<b>Other</b> No	
	<b>Resource</b> No	
ENGL 1CH	HONORS ADVANCED COMPOSITION	
ENGL 3	TECHNICAL WRITING	
ENGL 5	GAY & LESBIAN LITERATURE	
	<b>Finding</b> Students' essays demonstrated some but not all of the interpretive skills described in the SLO. The course focuses on different categories of positionality described in the SLO (e.g., race, ethnicity, gender) but the final essay assignment does not ask students to include discussion of all of these issues.	
	<b>Content</b> None	
	<b>Method</b> None	
	<b>Assignment</b> An essay question format exam (rather than single, focused final essay) might supplement the final essays' need to focus on a couple of issues, therefore adding a greater breadth dimension to the final project.	
	<b>Evaluation</b> See assignments.	
	<b>Current SLO</b> The current SLO asks too much and should be divided into at least two: one on race, ethnicity, gender, class; another on aesthetics and cultural contexts.	
	<b>Assessment.</b> Use the final exam format described in c.	
	<b>Other</b> None	
	<b>Resource</b> None	
	<b>Comments</b> None	
ENGL 5H	HONORS GAY & LESBIAN LITERATURE	No SLO record.
ENGL 7	NATIVE AMERICAN LITERATURE	
ENGL 7H	HONORS NATIVE AMERICAN LITERATURE	
ENGL 8	CHILDREN'S LITERATURE	

**Finding** Based on an 87% average grade on a short answer/objective assessment and on a 94% average on a classification assignment, students (N+32) seemed to identify the various categories, motifs, and genres appropriate to an introductory college-level discussion of literature. However, I want to consider ways to strengthen their ability to recognize and apply characteristics of genres.

**Content** Include more in-depth discussion of the definitions of format and genre, etc. in the class to supplement the confusing textbook information.

**Method** Do not need changing

**Assignment** Should include more examples in the assignment to clarify the structure of classification.

**Evaluation** None

**Current SLO** Needs to be changed to "identify the characteristics of the forms, and genres of children's literature.

**Assessment.** None

**Other** None

**Resource** Time

**Comments** No

### *Second Reflection set*

**Finding** Based on an 86.7% average grade on the assignment, students were able to identify and discuss, at an appropriate level, the variants of archetypes present in three versions of a well-known folktale.

**Content** No

**Method** No

**Assignment** No

**Evaluation** No

**Current SLO** No

**Assessment.** No

**Other** No

**Resource** NA

**Comments** NA

ENGL 11	INTRODUCTION TO POETRY	No SLO record.
ENGL 11H	HONORS INTRODUCTION TO POETRY	No SLO record.
ENGL 12	AFRICAN AMERICAN LITERATURE	
ENGL 14	INTRODUCTION TO CONTEMPORARY FICTION	
ENGL 17	INTRODUCTION TO SHAKESPEARE	No SLO record.
ENGL 22	WOMEN WRITERS	No SLO record.
ENGL 31	LATINO/A LITERATURE	
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	
ENGL 40H	HONORS ASIAN AMERICAN LITERATURE	No SLO record.
ENGL 41	LITERATURE OF MULTICULTURAL AMERICA	
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	
ENGL 46B	REASON, REBELLION & ROMANTICISM: ENGLISH LITERATURE FROM 1660 - 1830'S	
ENGL 46C	WARS & WASTELANDS: ENGLISH LITERATURE FROM THE VICTORIAN PERIOD TO THE PRESENT	
	<p><b>Finding</b> Students successfully demonstrated the SLO's goal of historical and cultural knowledge of twentieth-century British literature. Not only did students' final essays reveal their knowledge of certain periods and texts within twentieth-century British literature, that work also revealed that students were able to draw connections between writers and texts across the time continuum spanned by English 46C.</p> <p><b>Content</b> None</p> <p><b>Method</b> None</p> <p><b>Assignment</b> None</p> <p><b>Evaluation</b> None</p> <p><b>Current SLO</b> None</p> <p><b>Assessment.</b> None</p> <p><b>Other</b> None</p> <p><b>Resource</b> Paid time to have the department consider the English 46 series course outlines as a whole, such as at a faculty retreat.</p> <p><b>Comments</b> None</p>	
ENGL 48A	SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864	No SLO record.
ENGL 48B	AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914	No SLO record.
ENGL 48C	MODERN AMERICAN LITERATURE: 1914-PRESENT	No SLO record.
ENGL 50	SPECIAL TOPICS IN ENGLISH	No SLO record.
ENGL 110	INTRODUCTION TO COLLEGE WRITING	
	<p><b>Finding</b> Students in general understand the rhetorical function of text support. They are competent at selecting quotes and including them in body paragraphs. What we found missing is the students' ability to use the evidence to genuinely move the argument forward. Students seem to include quotations to merely repeat the idea in the topic sentence rather than explaining how the quote further exemplifies the argument.</p> <p><b>Content</b> We concluded that we need to integrate reading pedagogy more directly into English 110. The students' inadequate use of sources reflects both a reading and writing process issue. English 110 really needs to be a bridge between reading and writing strategies.</p> <p><b>Method</b> Using dialectical journals can help students make a connection between the reading and writing process.</p> <p><b>Assignment</b> None</p> <p><b>Evaluation</b> None</p> <p><b>Current SLO</b> None</p> <p><b>Assessment.</b> Include part-timers in the discussion for the next assessment cycle.</p> <p><b>Other</b> None</p> <p><b>Resource</b> None</p> <p><b>Comments</b> None</p>	
ENGL 190	DIRECTED STUDY	No SLO record.
ENGL 190X	DIRECTED STUDY	No SLO record.
ENGL 205	ALTERNATE CREDIT READING SKILLS	
ENGL 209	INTRODUCTION TO COLLEGE READING	No SLO record.
ENGL 215	ALTERNATE CREDIT WRITING SKILLS	

5 of 11 Course IDs for *ENGR* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

2009-2010

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Course ID	Title	Reflections
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ENGR 10	INTRODUCTION TO ENGINEERING	No SLO record.
ENGR 34H	HONORS INSTITUTE SEMINAR IN ENGINEERING	No SLO record.
ENGR 35	STATICS	
ENGR 36	SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY	No SLO record.
ENGR 36X	SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY	No SLO record.
ENGR 36Y	SPECIAL PROJECTS IN ENGINEERING & TECHNOLOGY	No SLO record.
ENGR 37	INTRODUCTION TO CIRCUIT ANALYSIS	
ENGR 37L	CIRCUIT ANALYSIS LABORATORY	No SLO record.
ENGR 40	INTRODUCTION TO CLEAN ENERGY TECHNOLOGY	No SLO record.
ENGR 45	PROPERTIES OF MATERIALS	
ENGR 49	ENGINEERING PROFESSION	

32 of 31 Course IDs for *ESLL* in the Language Arts Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
ESLL 25	COMPOSITION & READING <i>Second Reflection set</i>	
	<b>Finding</b> 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.	
	<b>Content</b> None.	
	<b>Method</b> None.	
	<b>Assignment</b> None.	
	<b>Evaluation</b> None.	
	<b>Current SLO</b> None.	
	<b>Assessment.</b> We could make the SLO more specific to emphasize the text-based aspect of the assignment.	
	<b>Other</b> Smaller class sizes.	
	<b>Resource</b> Student support services, including lab access/support, tutoring support, writing center, grammar/skills workshops.	
	<b>Comments</b> No	
ESLL 26	ADVANCED COMPOSITION & READING	
	<b>Finding</b> We found that many of the Works Cited pages had errors, but that support from sources was generally well integrated. We found that some of the essays were basically a patchwork of citations, while others only had a token citation or two. We estimated that these extremes only made up about 15% of the sample, however.	
	We found that the research assignment itself varied greatly among the three instructors, some assignments being quite open-ended, some more restricted, some with more guidance than others.	
	As important as learning correct MLA format, if not more important, we felt, is learning to critically evaluate not just websites and other possible supporting information but all texts, especially argumentative texts. This skill needs special attention. Other research-related skills - incorporating supporting information appropriately and using correct MLA citations - can be and are taught in other writing assignments in ESL 26. We did not see a justification for having students do an entire research paper.	
	<b>Content</b> We do not see the justification for having students do an entire research paper.	
	<b>Method</b> None.	
	<b>Assignment</b> We do not see the justification for having students do an entire research paper.	
	<b>Evaluation</b> None.	
	<b>Current SLO</b> None.	

**Assessment.** None.

**Other** Another concern that came up was the wide range of skills among students. We felt it necessary to examine our placement procedures and to exercise more control over how a student is passed to the next level.

**Resource** We need support for placement and procedures for standards in passing students from one level to the next.

## ESLL 200A FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I

### *Second Reflection set*

**Finding** A good number of the students performed well, accurately producing questions and answers in both the present progressive and simple present tenses. Most demonstrated competence in their comprehension and production of the present progressive and simple present verb tense forms, meanings, and usage at the basic level. All students demonstrated recognition of the difference between questions and answers.

Those students who made multiple errors had the most difficulty with 1) remembering to include either the subject or the auxiliary verbs in both tenses; 2) using the correct auxiliary verb for the required verb tense; 3) distinguishing between yes/no and information questions and answers in accordance with the question and answer prompts; 4) remembering to use either the –ing or third person singular –s suffixes; and 5) following the subject-verb inversion rule in both yes/no and predicate information questions.

**Content** Given the results of this assessment, I would suggest eliminating the past tense from this course and teaching it instead in the second part, ESL 200B, of this two-part course. To ensure student success and mastery of all the course material, students at this basic level need as much time as possible to master the present progressive and simple present tenses, particularly in question-formation, including the form and usage of the auxiliary verbs BE and DO. By devoting more time in this course to the present tenses only, students will have a better chance at mastering these tenses and thus be better prepared cognitively to learn the past tense and other more advanced structures in the next level.

**Method** No suggestions, teaching methods seem appropriate.

**Assignment** No suggestions, assignments seem appropriate.

**Evaluation** No suggestions, evaluation procedures seem appropriate.

**Current SLO** I suggest that the past tense be omitted from the SLOs at this level and moved to the SLOs for the second part, ESL 200B, of this two-part course.

**Assessment.** No suggestions, the assessment for the SLO seems appropriate.

**Other** No suggestions.

**Resource** No.

**Comments** No.

## ESLL 200B FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II

**Finding** Most students (97%) were able to identify the topic, main ideas and supporting ideas of the paragraph. (Lynn Mitchell)

Most students (80%) were able to identify main ideas and supporting ideas, but the difference between topics and main ideas was still confusing. (April Flowers)

**Content** Include "Identify topic, main idea, and supporting ideas" in the ESLL 200B Course Outline. Add appropriate level reading material to the course outline which includes activities to practice the skills of identifying topic, main idea, and supporting ideas. (LM)

Put more emphasis on the difference between topics and main ideas. (AF)

**Method** Use readings that more clearly reflect the differences between topics and main ideas and include practice in identifying supporting ideas. (LM)

No change; continue using reading as a way of reinforcing the grammar element being covered at the time. Perhaps use readings that more clearly reflect the differences between topics and main ideas. (AF)

**Assignment** Include more assignments that differentiate between topics, main ideas, and supporting ideas. (LM)

Include more assignments that differentiate between topics and main ideas. (AF)

**Evaluation** Quizzes to practice identifying topic, main idea, and supporting ideas. (LM)

No change. (AF)

**Current SLO** No change. (LM and AF)

**Assessment.** No change. (LM and AF)

**Other** No change. (LM and AF)

**Resource** No. I looked for a text on this level with activities for teaching and practicing topic, main idea, and supporting ideas but couldn't find one. (LM)

No. (AF)

**Comments** No.

### *Second Reflection set*

**Finding** All of the students were able to write three original sentences using new vocabulary. The meaning of the sentences was clear although some had grammatical errors. (Lynn Mitchell)

**Content** See above.

**Method** See above.

**Assignment** See above.

**Evaluation** See above.

**Current SLO** See above.

**Assessment.** See above.

**Other** See above.

**Resource** See above.

**Comments** See above.

## ESLL 210A FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III

### *Second Reflection set*

**Finding** 24 students participated in the evaluation, and 17 students would have passed if the papers had been graded. This exercise showed me that the majority of students were able to figure out which tense to use by following the key words, and they were able to correctly form that tense in a question and an answer.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** 1. The tasks were not connected to each other in a conversation or dialogue. It would be a good idea to still have 10 tasks but to link them together in a dialogue. The connection would create more meaning.

2. Since The Future is covered in ESL 210A, it might be a good idea to include The Future as one of the tenses to be tested. The Future could easily fit into a dialogue.

3. The testing of the SLO was very quick and also served as a preparation for the final exam.

4. Generally, it can be said that those who did well in the testing of the SLO also did well in the class. It seemed a good reflection of the overall level of achievement in the class.

**Other** None

**Resource** No

**Comments** No

## ESLL 210B FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV

### *Second Reflection set*

**Finding** The results were consistent in that the students used on average 2 words per statement and each statement was a perfunctory one simple sentence. At about 50% of the time, the inflected vocabulary words were used for the wrong function, but for the correct meaning of the base form of the verb.

What I learned from this assessment is:

1. In order to encourage the students to use more of the vocabulary words in their writing and to write a more meaningful conversation, the instructions to the exercise need to be made more explicit in asking the students to write 2 to three sentences per each group of words.

2. In order to better focus the students' writing on accuracy of meaning, the groups of vocabulary words should be provided in their uninflected/base form, and the students should be asked to inflect them when necessary.

3. The students did learn to figure out the meaning of words from context; however, they need more explicit instructions to encourage them to use the words in more meaningful communication.

**Content** None

**Method** 3. The students did learn to figure out the meaning of words from context; however, they need more explicit instructions to encourage them to use the words in more meaningful communication.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

ESLL 225	DEVELOPING LISTENING/SPEAKING SKILLS
ESLL 226	HIGH-INTERMEDIATE GRAMMAR
ESLL 227	HIGH-INTERMEDIATE READING SKILLS
ESLL 228	DEVELOPING LANGUAGE SKILLS FOR INTERNATIONAL STUDENTS
ESLL 235	LISTENING/SPEAKING FOR ACADEMIC PURPOSES
ESLL 236	ADVANCED GRAMMAR
ESLL 237	BASIC COMPOSITION SKILLS

**Finding** Written summaries were an important tool for student understanding of the lecture and for demonstrating their comprehension of the lecture. Also a summary that reflects the organization and development of key concepts in the lecture is an important study tool.

The students summaries from both classes included key concepts from the lecture with some doing a more thorough job than others.

One class did a classic one paragraph summary. The other class did chunks of main ideas which reflected the outline form of note taking and the development and organization of the lecture.

**Content** None.

**Method** We need coordinate on how to teach writing summaries for lectures as a learning and studying tool for students. The non-traditional one paragraph summaries in this assessment better reflected the lecture's key concepts and their organization and development.

Teaching students the more visual outline/scaffolding skill is more helpful for the goals of this class.

**Assignment** Should students write summaries in a one paragraph classic form that includes all the key concepts?

Should the summarizing of ideas be in a more visual form to reflect key concepts and their organization and development, ie should the ideas be scaffolded in an outline form to reflect their notes?

Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None.  
 Resource No  
 Comments No

ESLL 246 APPLIED GRAMMAR & EDITING SKILLS

*Second Reflection set*

**Finding** Instructor John Wiley identified major grammatical errors in his students' written work using numbers (see attached sheet). He had the students record the numbers on a piece of paper (see attached sheet). This had two purposes: to see if the number of errors would go down over the course of the quarter, and to help the students gain greater awareness of the types of mistakes they are likely to make.

**Content** None

**Method** None

**Assignment** I think in the future students should be required to do more analysis of their grammar ability; for example, submit a written evaluation of their mistakes on a regular basis during the quarter, describing which types of mistakes are most common, and which proofreading strategies they will use to reduce those mistakes in future assignments.

Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource No  
 Comments No

ESLL 247 ADVANCED VOCABULARY DEVELOPMENT FOR READING & WRITING

*Second Reflection set*

**Finding** Students in general did very well on the test, which indicated that they had memorized the meanings of the words. However, if a word could be used in an every-day context and in an academic context, most students used the word in its more common form. For example, 'prime' would be used in the context of painting: 'My father primed the wall before painting it yellow,' rather than in the context practiced in the chapter: 'This is a prime example of a marsupial.'

In addition, students who were taking other academic classes such as Biology, Sociology or Chemistry were more likely to use the words accurately by contextualizing the new vocabulary within the subject matter of their academic content courses.

**Content** The results indicate that the content of this course might be taught more successfully when integrated into specific content courses rather than in isolation. Rather than teaching the vocabulary apart from the subject matter in which the vocabulary is being used, it might be more productive to offer short modules for non-native English speakers that accompany courses such as Biology, Sociology, Art History to teach the academic vocabulary as tied to the context of the course that the student is taking. In this way, the usage of the academic vocabulary is embedded in the student's interaction with the subject matter, mutually benefiting the retention of both.

**Method** No suggestions, teaching methods seem appropriate.

**Assignment** I suggest tailoring the examples and practice activities to the students' subject of study.

**Evaluation** No suggestions, evaluation procedures seem appropriate.

**Current SLO** No suggestions, SLOs seem appropriate.

**Assessment.** No suggestions, the assessment for the SLO seem appropriate.

Other None.  
 Resource No.  
 Comments No.

ESLL 248 ADVANCED GRAMMAR REVIEW

*Second Reflection set*

**Finding** Of the 19 students who completed this task, 8 did not make any revisions. Of those who made revisions, the following types of errors remained:

- (1) use of present perfect for the past: ,Áúhave taken,À for ,Áútook,À
- (2) incorrect use of preposition: ,Áúin Foothill College,À for ,Áúat Foothill College,À, ,Áúon San Francisco,À for ,Áúin San Francisco,À
- (3) need to use infinitive after an adjective: ,ÁúI will glad become friends with you.,À
- (4) incorrect connecting word for an adjective clause
- (5) comma splice
- (6) missing subject ,Áúit,À with the verb ,Áúbe,À.
- (7) run-on sentences
- (8) spelling: ,Áúcollage,À for ,Áúcollege,À, ,Áúgrammer,À for ,Áúgrammar,À
- (9) missing article ,Áúan,À:
- (10) participle form error: ,Áúuse to,À for ,Áúused to,À
- (11) need to use conditional form: ,Áúlike to,À for ,Áúwould like to,À
- (12) overuse and inappropriate use of transition words
- (13) simple present used for present progressive
- (14) vocabulary: ,Áúreplace,À for ,Áúimprove,À
- (15) capitalization error: ,Áúfoothill college,À for ,ÁúFoothill College,À; ,Áúi,À for ,ÁúI,À
- (16) missing verb: ,ÁúI will glad,À.

**Content** None

**Method** None

**Assignment** I will make it clearer that students must edit their introductions. I will also give students an editing checklist to use throughout the course as they receive feedback from me.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

ESLL 261A	ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE I	No SLO record.
ESLL 261B	ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE II	No SLO record.
ESLL 262A	ALTERNATE CREDIT: FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE III	No SLO record.
ESLL 262B	FOUNDATIONS IN ENGLISH AS A SECOND LANGUAGE IV	No SLO record.
ESLL 265	ALTERNATIVE CREDIT: DEVELOPING LISTENING/SPEAKING SKILLS	
ESLL 266	ALTERNATE CREDIT: HIGH-INTERMEDIATE GRAMMAR	No SLO record.
ESLL 267	ALTERNATE CREDIT: HIGH-INTERMEDIATE READING SKILLS	No SLO record.
ESLL 275	ALTERNATIVE CREDIT: LISTENING/SPEAKING FOR ACADEMIC PURPOSES	No SLO record.
ESLL 276	ALTERNATIVE CREDIT: ADVANCED GRAMMAR	
ESLL 277	ALTERNATIVE CREDIT: BASIC COMPOSITION SKILLS	
ESLL 286	ALTERNATIVE CREDIT: APPLIED GRAMMAR & EDITING SKILLS	
ESLL 287	ALTERNATE CREDIT: ADVANCED VOCABULARY DEVELOPMENT FOR READING/WRITING	No SLO record.
ESLL 288	ALTERNATE CREDIT: ADVANCED GRAMMAR REVIEW	No SLO record.
ESLL 295	ALTERNATE CREDIT: COMPOSITION & READING	No SLO record.
ESLL 296	ALTERNATE CREDIT: ADVANCED COMPOSITION & READING	No SLO record.

10 of 10 Course IDs for *F A* in the Fine Arts and Communication Division have SLOs Defined.

2009-2010



Course ID	Title	Reflections
F A 1	INTRODUCTION TO POPULAR CULTURE	<p><b>Finding</b> Students successfully engaged in critical discourse on popular culture, particular as a function of its social and historical content. Through classroom colloquy, lab analyses, problem-based learning projects, and self-reflection, students demonstrated critical thinking skills in understanding popular culture as a manifestation of American historical and cultural values.</p> <p><b>Content</b> I may have gone a little too far in the critical thinking area—student feedback suggests a need for more background readings on theories of popular culture.</p> <p><b>Method</b> I would like to institute more collaborative work in the online classes.</p> <p><b>Assignment</b> No change</p> <p><b>Evaluation</b> No change</p> <p><b>Current SLO</b> No change</p> <p><b>Assessment.</b> No change</p> <p><b>Other</b> None</p> <p><b>Resource</b> None</p> <p><b>Comments</b> No thank you.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> Through classroom colloquy, lab analyses, problem-based learning projects, and critical reflection, students demonstrated an analytical grasp of popular culture and its connections to a commodity-driven culture. Students critically analyzed the relationships between intellect/artistry and consumerism, and the conflicts deriving therefrom.</p> <p><b>Content</b> I may have gone a little too far in the critical thinking area—student feedback suggests a need for more background readings on capitalism/consumerism.</p> <p><b>Method</b> I would like to institute more collaborative work in the online classes--my goal is to make the online classes as collaborative as the face2face class.</p> <p><b>Assignment</b> No change</p> <p><b>Evaluation</b> No change</p> <p><b>Current SLO</b> No change</p> <p><b>Assessment.</b> No change</p> <p><b>Other</b> None</p> <p><b>Resource</b> None needed</p> <p><b>Comments</b> No thank you.</p> <p><i>Third Reflection set</i></p> <p><b>Finding</b> Through classroom colloquy, lab analyses, problem-based learning projects, and critical reflection, students successfully identified both visible and opaque assumptions of race, class, generation, and gender housed within artifacts of popular culture. Students demonstrated a particularly keen grasp of these societal assumptions in the areas of television, advertising, films, and music.</p> <p><b>Content</b> No change</p> <p><b>Method</b> As it true of the other SLO reflections, I would like to make the online classes more collaborative.</p> <p><b>Assignment</b> No change</p> <p><b>Evaluation</b> No change</p> <p><b>Current SLO</b> No change</p> <p><b>Assessment.</b> No change</p> <p><b>Other</b> None</p> <p><b>Resource</b> None</p> <p><b>Comments</b> No thank you.</p>
F A 2	POPULAR CULTURE & UNITED STATES HISTORY	<p><b>Finding</b> This SLO was effective. Students reported discovering that popular culture has shaped many aspects of American life, both past and present. From a student's Exit Statement (reflection essay)- "I will take away from this class the idea that societal changes in attitude and beliefs help</p>

shape the media, which will live on to other generations. It is this media that will give some tellings of our beliefs and how we felt at the time. "

And another-

"An important concept that I came to understand from this class is that pop-culture is a lens with which to view and understand large segments of the population; it's a tool with which to navigate the reality of a society that doesn't seem to remember the past; constantly repeating their collective mistakes."

**Content** No changes.

**Method** No changes.

**Assignment** No changes.

**Evaluation** No changes. From a student's Exit Statement (reflection essay)-

"I really enjoyed the flexibility of the course discussions, assignments, and grading system. This way, the course encourages all to participate, even with the variety of busy schedules."

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** None.

**Comments** -

### *Second Reflection set*

**Finding** Although students understood this SLO at the beginning of the quarter when it was first introduced, they seemed to forget it in later weeks. Because the concept is not as innate, it will take repetitions to teach it more fully.

**Content** One or two weekly topics will be changed to better illustrate the importance of context and perspective, i.e. topics that will give a deeper insight into the perspective of non-contemporary society.

**Method** No changes.

**Assignment** While the assignments themselves will not change, the wording will be changed to prompt students to consider context and perspective when evaluating a popular culture artifact.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** From students' Exit Statement-

"I think the main thing that I will take away from this class is the idea of analyzing popular culture in terms of history. Since pop culture is always changing it is easy to forget the influence that all of the previous pop culture and history of a country can have on the newest pop culture."

**Resource** None.

**Comments** -

F A 30	FINE ARTS TOPICS
F A 30X	FINE ARTS TOPICS
F A 30Y	FINE ARTS TOPICS
F A 30Z	FINE ARTS TOPICS
F A 150	FINE ARTS LABORATORY
F A 150X	FINE ARTS LABORATORY
F A 150Y	FINE ARTS LABORATORY
F A 150Z	FINE ARTS LABORATORY

0 of 1 Course IDs for *FASH* in the Business and Social Sciences Division have SLOs Defined.

2009-2010

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Course ID	Title	Reflections
FASH 50	INTRODUCTION TO FASHION MERCHANDISING	No SLO record.

16 of 29 Course IDs for GEOG in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
GEOG 1	PHYSICAL GEOGRAPHY	
	<i>Forth Reflection set</i>	
	<b>Finding</b> 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.	
	<b>Content</b> None.	
	<b>Method</b> None.	
	<b>Assignment</b> None.	
	<b>Evaluation</b> None.	
	<b>Current SLO</b> None.	
	<b>Assessment.</b> None.	
	<b>Other</b> None.	
	<b>Resource</b> Continue to have access to current films, instructor computer and high speed internet access in the classroom with digital projector.	
	<i>Fifth Reflection set</i>	
	<b>Finding</b> Did not use this SLO	
	<b>Content</b> Did not use this SLO	
	<b>Method</b> Did not use this SLO	
	<b>Assignment</b> Did not use this SLO	
	<b>Evaluation</b> Did not use this SLO	
	<b>Current SLO</b> Did not use this SLO	
	<b>Assessment.</b> Did not use this SLO	
	<b>Other</b> Did not use this SLO	
	<b>Resource</b> Did not use this SLO	
	<b>Comments</b> Did not use this SLO	
GEOG 2	HUMAN GEOGRAPHY	
	<b>Finding</b> Use maps, graphs and/or GIS to analyze and interpret data and draw valid conclusions.	
	Students were given an assignment in which they were presented with a thematic map relevant to the course material and asked to interpret it using the map key.	
	Students were given the following instructions: In lecture we have talked about ecological footprint as a way of thinking about our impact on the earth and on each other. The lectures included several examples of ways in which ecological footprint is an effective way of understanding our impact on the natural environment. One benefit is that it can be mapped, allowing us to visualize our (and others') impact on the environment, which also provides the opportunity for more detailed analysis.	
	Using the key below the map for your analysis respond to the following questions: 1. What country has the largest footprint? What regions have the largest footprint? Smallest? 2. Locate a country with a global footprint less than 1. What is the country? Why do you think it has such a small footprint? (Look at the region and surrounding countries to help your analysis.) 3. What is the one country in South America with the largest footprint? Why do you think this particular country has the largest footprint in the region? 4. What conclusions can you draw about ecological sustainability and the future from this map? (Using only the map and legend)	

Students were evaluated according to the following criteria:

- Excellent (4): Student accurately applies the map key to identify the relevant location(s), and draws valid conclusions based on the thematic map.
- Competent (3): Student accurately applies the map key to identify relevant location(s), conclusions are drawn that are partially but not completely valid based on the thematic map, or a major element of the conclusion is omitted.
- Adequate (2): Student accurately applies the map key to identify the relevant location(s), conclusions are drawn that are inaccurate.
- Poor (1): Student does not accurately apply the map key to identify the relevant locations(s), and conclusions are drawn that are inaccurate.
- Not Acceptable (0): Student does not accurately apply the map key to identify the relevant location(s) and conclusions are not drawn, or answer is missing or irrelevant.

31 Students completed the assignment with the following results:

- Excellent (4): 24
- Competent (3): 5
- Adequate (2): 1
- Not Acceptable: 1

#### Content Reflection on Assessment Results

1. What were the most important findings from your data? Students did very well on this assignment with most of them completing the task at the highest level. The five students who rated competent did not include enough detailed analysis or missed some parts of the questions. The one student who rated adequate did not accurately apply the map key and answers were missing. The one student at the lowest level only completed part of the assignment. Prior to students beginning this assignment we spent class sessions looking at and analyzing various different maps. This seems to be an effective way to help students understand that maps are for more than just identifying where places are.

2. Given the results of this assessment, describe what changes will be made, if any to the following:

- a. Content of the Course:
- b. And c. Teaching Methods/Assignments: Students responded well to classroom discussion in which we analyzed maps showing spatial distribution of population, religion, and ecological issues. Because this assignment was so successful I plan to introduce more visual analysis into the course.
- c. Course Evaluation Procedures: I will include map analysis on an exam in the future to evaluate how students perform in a shorter time frame than the week allowed for assignments. I think this might be a more accurate reflection of their ability to analyze data presented visually.

#### GEOG 5 INTRODUCTION TO ECONOMIC GEOGRAPHY

##### *Second Reflection set*

Finding Excellent: 7  
Competent: 14  
Adequate: 9  
Poor: 1  
Fail: 1

Most of the students understood the scale and discussed all 3 scales. It is interesting that local was the scale students had the most difficulty with. Some of them only thought of it in terms of local consumption of globally traded products.

#### Content • Content of course:

o Lectures: I plan to make changes to lectures in the following ways:

☐ Add more specific information and detail about the local, regional, and global scales and include visual information in the form of maps and charts that show detail on how scale functions.

Method ☐ Include a separate lecture on transportation networks. This was the consistent "missing link" in the essay answers as well as in their commodity chain papers. I have a short section on transportation in the lecture on manufacturing. This is another area that

visual aids will help. I plan to find and include maps and other images that will help students better understand how these networks operate at all three scales.

Assignment None.

Evaluation • Course Evaluation Procedures: I think I should have written the question differently for the exam. Next time I will use something like this:  
o Describe how society organizes its economic activities over space at both a local, regional, and global scale. Use specific examples that include industrial location, transportation networks, and natural resource activity.

Current SLO None.

Assessment. As in D above

Other None.

Resource None.

Comments None.

GEOG 9 CALIFORNIA GEOGRAPHY  
GEOG 10 WORLD REGIONAL GEOGRAPHY

*Third Reflection set*

Finding SLO EVALUATED:

Compare and contrast major regions of the world with regard to their natural environments, peoples, natural resources, economies and contemporary problems.

This SLO was evaluated using an essay question on the final exam. Students were given the following instructions:

Select one of the following sets of 2 regions. Compare and contrast them with regard to natural environments (including climate & weather patterns), people, natural resources, economy, and contemporary problems. Use specific examples in your essay.

- North America and Sub-Saharan Africa
- Europe and Latin America
- Southeast Asia and Northern Africa/Southwest Asia
- East Asia and South Asia

Having read the chapters in the book and the lecture modules and participating in current events you should be able to draw on plenty of information to write this essay. Please write in essay form, not bullet points. Double-space your essay please.

Essays were graded according to the following rubric:

- Excellent (4): Student accurately compares and contrasts two regions of the world in terms of their natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed.
- Competent (3): Student accurately compares and contrasts two regions of the world in terms of most but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for each element are discussed.
- Adequate (2): Student accurately compares and contrasts two regions of the world in terms of some but not all of the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples for most elements are discussed.
- Poor (1): Student accurately compares and contrasts two regions of the world in terms of at least one the following: natural environments including climate and weather patterns, peoples, natural resources, economies and contemporary problems. Specific examples are not discussed.
- Not Acceptable (0): Answer is missing or irrelevant.

33 students completed the exam with the following results:

- Excellent (4): 20
- Competent (3): 8
- Adequate (2): 5
- No students scored 1 or 0

**Content** Reflection on Assessment Results

1. What were the most important findings from your data? Students are capable of comparing and contrasting major regions while considering a variety of factors. While 20 students addressed all 5 factors requested, 8 students only considered 4, 3 considered 3 and 2 students only considered 2 of the factors. The factor most often ignored was Contemporary Problems with Climate second. In a couple of cases, students included all 5 factors, but not in enough depth. I am heartened by the fact that so many of the students did address all the factors, but will continue working on finding ways to bring all students up to that level.

2. Given the results of this assessment, describe what changes will be made, if any to the following:

- a. Content of the Course: I will revise lectures to cover both climate issues and contemporary problems in more depth and emphasize the importance of considering environmental as well as human factors in studying regional geography.
  - b. Teaching Methods: no change
  - c. Assignments: no change
  - d. Course Evaluation Procedures: When evaluating this SLO next time I will provide more detailed instructions, reminding the students that they need to consider all aspects of the question.
3. Additional Resources: None needed

**Resource** no**Comments** no

GEOG 12 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)

*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.

GEOG 34H HONORS INSTITUTE SEMINAR IN GEOGRAPHY No SLO record.

GEOG 35 DEPARTMENT HONORS PROJECTS IN GEOGRAPHY No SLO record.

GEOG 36 SPECIAL PROJECTS IN GEOGRAPHY

GEOG 36X SPECIAL PROJECTS IN GEOGRAPHY

GEOG 36Y SPECIAL PROJECTS IN GEOGRAPHY

GEOG 36Z SPECIAL PROJECTS IN GEOGRAPHY

GEOG 52 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS)

GEOG 54A SEMINAR IN SPECIALIZED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS I

**Finding** "Excellent" - 19, "Competent" - 1  
Our current strategy is working.

**Content** None.**Method** None.**Assignment** None.**Evaluation** None.**Current SLO** None.

**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	
GEOG 59	CARTOGRAPHY, MAP PRESENTATION & DESIGN	
GEOG 73	DYNAMIC & INTERACTIVE MAPPING	No SLO record.
GEOG 78	GEOGRAPHIC INFORMATION SCIENCE PROJECTS	No SLO record.
GEOG 90A	INTRODUCTION TO GIS FOR K-12 TEACHERS I: FUNDAMENTALS OF GEOGRAPHIC INFORMATION SYSTEMS SCIENCE	No SLO record.
GEOG 90B	INTRODUCTION TO GIS FOR K-12 TEACHERS II: UTILIZING SPATIAL DATA & DATA ANALYSIS IN THE CLASSROOM	No SLO record.
GEOG 90C	INTRODUCTION TO GIS FOR K-12 TEACHERS III: DESIGNING & IMPLEMENTING A GIS	No SLO record.
GEOG 100A	INTRODUCTION TO ARC VIEW GIS	No SLO record.
GEOG 100B	INTRODUCTION TO GEO MEDIA & GEO MEDIA PRO	No SLO record.
GEOG 101	A PREFACE TO GIS: AN INTRODUCTION TO COMPUTER-BASED MAPPING & GIS	
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.

3 of 1 Course IDs for *GERM* in the Language Arts Division have SLOs Defined.

2009-2010

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Course ID	Title	Reflections
GERM 8	POST WORLD WAR II GERMANY	No SLO record.

2 of 7 Course IDs for *GERN* in the Adaptive Learning Division have SLOs Defined.

2009-2010

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Course ID	Title	Reflections
GERN 50	SOCIOLOGY OF AGING	No SLO record.
GERN 51	PSYCHOLOGY OF AGING	
GERN 52	HEALTH & AGING	



GERN 53	PRACTICUM IN SENIOR SERVICES	No SLO record.
GERN 54	CONTINUUM OF CARE OPTIONS	No SLO record.
GERN 55	ISSUES IN DEATH, DYING & BEREAVEMENT ACROSS CULTURES	No SLO record.
GERN 56	AGING & DIVERSITY	No SLO record.

40 of 33 Course IDs for *G/D* in the Fine Arts and Communication Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
GID 1	HISTORY OF GRAPHIC DESIGN	
GID 20	DIGITAL VIDEO PRODUCTION I	No SLO record.
GID 30	PAPER ARTS I	
GID 32	T-SHIRT DESIGN & GARMENT PRINTING	
GID 38	PRINT ARTS I	
GID 39	PRINTMAKING II	
GID 40	DIGITAL PRINTMAKING	
GID 42	BEGINNING ETCHING	
GID 44	BEGINNING RELIEF PRINTMAKING	
GID 46	BEGINNING SCREENPRINTING	
GID 48	MONOPRINTING	
GID 50	GRAPHIC DESIGN STUDIO I	<p><b>Finding</b> 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.</p> <p><b>Content</b> no change</p> <p><b>Method</b> no change</p> <p><b>Assignment</b> Require more writing practice or alternative modes for students to communicate their observation.</p> <p><b>Evaluation</b> no change</p> <p><b>Current SLO</b> no change</p> <p><b>Assessment.</b> no change</p> <p><b>Other</b> no change</p> <p><b>Resource</b> 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.</p> <p><b>Comments</b> no</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> change software instructional content of one of the lessons from Photoshop to InDesign.</p> <p><b>Method</b> no change</p> <p><b>Assignment</b> change software requirement of one of the exercises from Photoshop to InDesign.</p> <p><b>Evaluation</b> no change</p> <p><b>Current SLO</b> no change</p> <p><b>Assessment.</b> no change</p> <p><b>Other</b> no change</p> <p><b>Resource</b> no</p> <p><b>Comments</b> no</p>
GID 51	GRAPHIC DESIGN STUDIO II	

GID 52 GRAPHIC DESIGN STUDIO III  
 GID 54 TYPOGRAPHY

**Finding** Students are successful in identifying type families and typefaces.  
**Content** no changes  
**Method** no changes  
**Assignment** reading assignments will be updated to new edition of textbook.  
**Evaluation** no changes  
**Current SLO** no changes  
**Assessment.** no changes  
**Other** no changes  
**Resource** need to obtain copy of new textbook  
**Comments** no changes

*Second Reflection set*

**Finding** Students successfully demonstrated an understanding of typographic design principles and techniques in their finished creative projects.  
**Content** no changes  
**Method** no changes  
**Assignment** Assignments will be updated to be more current with local events and venues.  
**Evaluation** no changes  
**Current SLO** no changes  
**Assessment.** no changes  
**Other** research and develop new creative project assignments.  
**Resource** time to research and find information in regards to local non-profit organizations or events.  
**Comments** no changes

GID 56 WEB SITE DESIGN

**Finding** Students are able to identify the differences between the three types of web sites designed in this class. The majority of students successfully demonstrate the ability to design web sites which incorporate visual design theory and techniques introduced in the class.  
**Content** Although the majority of students are successful realizing their design goals using the software tools in the class, changes need to address the needs of the rest of the students so that they can successfully complete the projects. The content of the course needs to include supplemental instruction with the software tools.  
**Method** no changes  
**Assignment** Changes will include assignments that effectively utilize the new CS5 version of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash for creating creative web site content.  
**Evaluation** no changes  
**Current SLO** no changes  
**Assessment.** no changes  
**Other** Update the assignments for this class to include tasks that effectively use the new Adobe CS5 software.  
**Resource** This year we are upgrade to Adobe CS5. The new versions of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash remove some of the techniques used in the class and add some new techniques that can be used more effectively. The existing class materials may need to be adjusted to align the design theory content with the new Adobe CS5 tools.  
**Comments** no changes

*Second Reflection set*

**Finding** Students are competent using online tools like Blogger to build a single-page web site. Most students can learn to produce multi-page web sites using Adobe Dreamweaver and Fireworks, lack of familiarity with the software tools stands in the way of success for a small number of students. Students are very motivated to create a multi-media web site using Adobe Flash. The scripting necessary to produce a multi-media site is too

challenging for the majority of the students.

**Content** Course content needs to better address the lack of software skills for students who are using Adobe Dreamweaver and Fireworks for the first time. Course content should include more explanation of scripting and functionality of Adobe Flash.

**Method** no changes

**Assignment** Changes will reflect the new CS5 version of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash.

**Evaluation** no changes

**Current SLO** no changes

**Assessment.** no changes

**Other** Update the online tutorials for this class to include the new Adobe CS5 software.

**Resource** This year we are upgrade to Adobe CS5. The new versions of Adobe Dreamweaver, Adobe Fireworks, and Adobe Flash remove some of the techniques used in the class and add some new techniques that can be used more effectively.

**Comments** no changes

GID 60 CAREERS IN THE VISUAL ARTS

GID 61 PORTFOLIO

GID 62 SERVICE LEARNING PROJECTS

GID 64A GRAPHIC & INTERACTIVE DESIGN EXPERIENTIAL INTERNSHIP

GID 70 GRAPHIC DESIGN DRAWING

GID 71 STORYBOARDING

**Finding** Students were able identify and talk and write about storyboards in a comprehensive manner

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

#### *Second Reflection set*

**Finding** Students easily were able to produce both linear and non linear storyboards based on professional examples.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

#### *Third Reflection set*

**Finding** Students were able to demonstrate competency using both drawing pencils and pens and many types of drawing substrates by the end of the class.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

Other none  
Resource none  
Comments none

*Forth Reflection set*

**Finding** Most students, including new students were able to present storyboards by the third week of class.

Content none  
Method none  
Assignment none  
Evaluation none  
Current SLO none  
Assessment. none  
Other none  
Resource none  
Comments none

GID 72	CARTOONING	No SLO record.
GID 74	DIGITAL ART & GRAPHICS	
GID 76	ILLUSTRATION & DIGITAL IMAGING	
GID 80	DIGITAL SOUND, VIDEO & ANIMATION	
GID 84	MOTION GRAPHICS	
GID 90	BOOK ARTS I	
GID 91	BOOK ARTS II	
GID 92	LETTERPRESS PRINTING	
GID 93	LETTERPRESS PROJECTS	
GID 94	BOOK ARTS PROFESSIONAL PRACTICES	
GID 95	GRAPHIC ARTS STUDIO PROJECTS	

22 of 21 Course IDs for *HIST* in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
HIST 4A	HISTORY OF WESTERN CIVILIZATION TO 800 AD	<p><b>Finding</b> Basically, students were thoughtful and analytical. They were able to look at the short term and the long term, although more did better on the long term patterns and themes. Clearly, some did not really understand what patterns and/or themes meant, even though it was explained in writing on the assignment. For regular courses, we find that class attendance is critical. Fall quarter 2009 meant a significant absence rate due to sickness and then, losing so much time and so many classes. Those students most often did not do well on themes and patterns.</p> <p><b>Content</b> We will take more time to explain themes/patterns in class, and in writing online and syllabi as to the meaning of both concepts and what specific components can and should be used in analysis. Online students did better.</p> <p><b>Method</b> Range continue to be utilized to accommodate varied learning styles, new-to-college freshmen, and higher than usual absence rates. Additionally we will analyze how to better accommodate such large classes. Office hours - both in person and online do not meet the need.</p> <p><b>Assignment</b> Students who were in class most of the time expressed interest and growth in the assignments. We will continue to use the range. Need to encourage better definition of themes and patterns.</p> <p><b>Evaluation</b> Essay exams, papers, use of original sources, proper citing</p> <p><b>Current SLO</b> Fine as long as students understand better the concepts.</p> <p><b>Assessment.</b> Worked well</p> <p><b>Other</b> Need tutorial help</p>

**Resource** Whatever we do, because of large courses, we still need external assistance.

**Comments** No

*Second Reflection set*

**Finding** Concept of impacts - short AND long term are met with challenge, analysis and creative thought by most students - regular and online courses. Whether the starting point is a paper or exam, students have much less difficulty than we anticipated. Impact of Alexander, Hannibal, Augustus, barbarians, emperors, et al. students did well.

**Content** None anticipated

**Method** Wide range and always a mixture - lecture/discussion combination, Web and Utube sites, film, stories, et al. No changes necessary.

**Assignment** Students like and respond well to the assignments, Many expressed a feeling of enjoyment in examining this issue.

**Evaluation** Range of quizzes, exams, papers, inclass discussion, special reading assignment including a mixture of original sources spurs interest, abilities and responses.

**Current SLO** Splendid

**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** The process was time consuming but okay, outcome very measurable, assessment quite effective, students did very well – catalyzed them to think, definitely applicable to other courses.

**Content** Clarify for students components of patterns and themes - and the differences.

**Method** Greater scaffolding of assignments, requiring students to check in more frequently.

**Assignment** Give students a copy of the specific mechanism by which they would be graded and assessed.

**Evaluation** No changes.

**Current SLO** SLO might be a little broad; greater definition might allow for even more critical analysis.

**Assessment.** Assessment worked well and led students to think more critically, so no change.

**Other** No changes.

**Resource** No

**Comments** No

*Second Reflection set*

**Finding** Process was time consuming but okay, outcome very measurable, assessment quite effective, students did well (this kind of question clearly catalyzes them to analyze and think, definitely applicable to other courses).

**Content** Content included analysis of numerous individuals, so effective in using the SLO.

**Method** Greater scaffolding of topic. Students need more assistance in communication via writing.

**Assignment** Catalyzed students to think critically about the roles of individuals; greater emphasis on underrepresented groups (women, slaves, etc) in future classes.

**Evaluation** Would be helpful if students receive guidance on what general issues will be tested - given before instructor starts the segment.

**Current SLO** Effective in measuring critical analysis, so no change.

**Assessment.** No changes.

**Other** No changes.

**Resource** None

**Comments** No

#### HIST 4C HISTORY OF WESTERN CIVILIZATION 1789-PRESENT

**Finding** Students do very well in this kind of analysis. They identify themes and patterns that evidence critical thinking and often, creativity. In other words, we learned from them. And they enjoy doing this kind of assignment. We learned it not only catalyzes them to think more deeply, but also to recognize the breadth of history.

**Content** More explanation of themes and patterns.

**Method** We spent considerable class time discussing patterns and challenging them in class to work on patterns and respond and discuss with other students. Use small group work.

**Assignment** Students found the assignment to be very clear and straightforward. We received very minimal requests for clarification. Probably because we had changed the assignment (focused it better) before the quarter started - based on students' suggestions.

**Evaluation** Read, rated with rubric background, and pondered the student submission. Commented on the positive efforts and made suggestions for future growth.

**Current SLO** Good, needs no change.

**Assessment.** Excellent, measures one of the most important components of any history course, and catalyzes students to work in the critical area of breadth.

**Other** NA

**Resource** Large classes need some tutorial help.

**Comments** No

#### *Second Reflection set*

**Finding** They do better on this focused assignment than on a number of others. They struggle intellectually and sensitively, but have no better final "answers" than major historians. They did very well.

**Content** There is a tendency on the issue of knowing and indifference (depending in part on age) to believe that if folks knew they would have acted in the past, so if they did not act, they did not know. Consequently, we will want to ask them why did some people act, and not participate in the violence or in support of the leaders. We have to turn this one around a bit.

**Method** Presentations, Youtubes, films, discussions, dialog in a learning community.

**Assignment** Make assignments clearer

**Evaluation** quizzes, papers and exams and discussion

**Current SLO** It worked well and was very interesting.

**Assessment.** Add options to rubric

**Other** None

**Resource** Tutorial help for classes - at least some

**Comments** No

#### *Third Reflection set*

**Finding** Did not use this SLO

**Content** Did not use this SLO

**Method** Did not use this SLO

**Assignment** Did not use this SLO

**Evaluation** Did not use this SLO

**Current SLO** Did not use this SLO

**Assessment.** Did not use this SLO

**Other** Did not use this SLO

**Resource** Did not use this SLO

**Comments** Did not use this SLO

*Forth Reflection set*

**Finding** Did not use this SLO

**Content** Did not use this SLO

**Method** Did not use this SLO

**Assignment** Did not use this SLO

**Evaluation** Did not use this SLO

**Current SLO** Did not use this SLO

**Assessment.** Did not use this SLO

**Other** Did not use this SLO

**Resource** Did not use this SLO

**Comments** Did not use this SLO

*Fifth Reflection set*

**Finding** Did not use this SLO

**Content** Did not use this SLO

**Method** Did not use this SLO

**Assignment** Did not use this SLO

**Evaluation** Did not use this SLO

**Current SLO** Did not use this SLO

**Assessment.** Did not use this SLO

**Other** Did not use this SLO

**Resource** Did not use this SLO

**Comments** Did not use this SLO

HIST 4CH HONORS HISTORY OF WESTERN CIVILIZATION

**Finding** General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did very well as honors students should, (with 2 exceptions who did not have time to study because they were so busy filling out transfer applications. Definitely applicable to other seminar courses.

**Content** Stress even more heavily with media session the Web Book for this seminar. Continue to add learning community segments in each 4 hour seminar.

**Method** Continue to stress the learning community concept and emphasize it even more with the breaking up into teams and sharing.  
Move the use of the carefully vetted Web page of carefully selected youtubes from Experimental to regular and expand.  
Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages.

**Assignment** 1. Need to stress the oral presentation outline and give an example.  
2. For paper, need to reemphasize the format and factual substantiation form.  
3. Meet with groups of 4 students for an hour on research and presentation. Do all 30 students within first 3 weeks of quarter or 10 hours.

**Evaluation** For the 20% component of participation, set up on day 1 a brief learning community format of 4 students each for 15 minutes on what participation means, and how to do it effectively, and how to learn "not to be afraid."

**Current SLO** Very good as long as serious instructor provision of #1 and # 2 under C. Assignments.

**Assessment.** Worked okay, but need to give students a copy of rubric at beginning of quarter. It would help for next time if at beginning of course students received a copy of the specific mechanism by which they would be graded and assessed.

**Other** Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses.

**Resource** TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME

**Comments** Must change rubric. Too restrictive. Asks for freshmen/sophomore student giving a lecture on Uzbekistan (30) minutes to "cover all major issues" is ridiculous. Will change for next round.



*Second Reflection set*

**Finding** General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did almost brilliantly as honors students should, definitely applicable to other courses

**Content** Stress even more heavily with media session the Web Book for this seminar. Continue to add learning community segments in each 4 hour seminar.

**Method** Continue to stress the learning community concept and emphasize it even more with the breaking up into teams and sharing.  
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** 15 page final exam change from 20 pages experiment. Make regular. Works better.

**Current SLO** Okay, but requiring everyone to write on 1 essay instead of choosing among knowledge and interest options violates best practices and every single learning principle of choices. They hated it and I hated it. But I obeyed

**Assessment.** Worked okay, but need to give students a copy of rubric at beginning of quarter. It would help for next time if at beginning of course students received a copy of the specific mechanism by which they would be graded and assessed.

**Other** Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses.

**Resource** TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME

**Comments** Again, whoever designed this project violated major learning principles of choice - which suggests they are not thinking faculty, or do not have much experience in teaching, or perhaps are not particularly well educated in content focus as well as process.

*Third Reflection set*

**Finding** General: Process time consuming but okay, outcome very measurable, assessment quite effective, students better than I have seen in 2 years of honors seminars, definitely applicable to other courses

**Content** No changes. The content changes every year and often every week because of what is happening in the world.

**Method** 1. Want to stress at beginning of quarter that history is first and foremost about raising significant and/or intriguing questions instead of focusing on answers.  
2. Want to do a "learning community" 2 hour symposium on question development pertaining to the subject.  
3. Meet with groups of 4 students for an hour on research and presentation. Do all 30 students within first 3 weeks of quarter or 10 hours.

**Assignment** For heavens sake, I REALLY need to clarify the essay questions written for the final exam. They needed to be cleared. The students did well, but only because before the exam, they asked me to explain what I meant and "what I wanted."

**Evaluation** 15 page final exam change from 20 pages experiment. Make regular. Works better.

**Current SLO** Okay

**Assessment.** Need to modify the rubric in future.

**Other** As long as I am going to use youtube package as regular part of course, need to expand the categories and give more continuous examples in class. Students LOVE the "mechanized" "Welcome to" extensive Web greeting sent to them when they register.

**Resource** TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, TIME, 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, facebook, wireless etc. And since I teach about History - Western Europe, Eastern Europe, Central Europe, Central Asia and the Caucasus, and International Relations, and go there to keep current, frankly this process more time consuming and very distractive from course development, but there are a few things I had already been doing once in a while and now will do regularly. It would help to make this a bit less distracting from our major task for which we love teaching.

**Comments** Well, FOR those many of us who are seasoned teachers - which mean that we evaluate EVERY SINGLE CLASS PERIOD what we are doing and change it, that means that if one has taught 25 years full time, 18 courses a year, approximately 40 days per course 25 X 18 = 450 courses x 40 days = 18,000 careful evaluations of what one is doing and changing it. So new stuff really has to do with 1 of 2 things.

1. Serving on the committees/conferences on new stuff - basic skills, articulation, learning communities, etc. etc.

2. Technology. Since I was one of first persons in US to teach online and have 80 Web sites, I have to be constantly changing and developing technology. And since I teach regular courses in media developed classrooms (and all my syllabus, etc are online) and have participated in 15 BETA program developments, I have to be constantly upgrading. And Adding and lately from ipods, utubes, facebook, wireless etc. And since I teach about History - Western Europe, Eastern Europe, Central Europe, Central Asia and the Caucasus, and International Relations, and go there to keep current, frankly this process more time consuming and very distractive from course development, but there are a few things I had already been doing once in a while and now will do regularly.

HIST 8

HISTORY OF LATIN AMERICA

HIST 9

HISTORY OF CONTEMPORARY EUROPE

**Finding** Time consuming process but outcome very measurable, assessment quite effective, students did well. Grew in self-confidence, students say.

**Content** Stress more heavily with media session the Web Book that can be used for this seminar and the special utubes developed for this course.

**Method** Continue to regularly include learning community methods, breaking up into teams and sharing. Move the use of the carefully vetted Web page of selected youtubes from Experimental to regular and expand.

**Assignment** 1. Explain better with examples the Other Book assignment, and use online examples. 2. Share past exams to clarify procedure, form, and depth.

**Evaluation** Continue to use quiz after 1st week to give early course alarm about writing, thinking ability, and effort and study. Ungraded but commented on.

**Current SLO** Workes well if above material used

**Assessment.** Go over grading early on.

**Other** Bring in discussion questions in each class period.

**Resource** Time to think.

**Comments** Nope

### *Second Reflection set*

**Finding** Students like this challenge and do quite well as long as teacher stresses that the individual/group is of substance. Need to also work on difference between long term and short term impacts.

**Content** More emphasis on Post 1989.

**Method** Continue to regularly include learning community methods, breaking up into teams and sharing. Move the use of the carefully vetted Web page of selected youtubes from Experimental to regular and expand.

**Assignment** Add as required the youtubes assignment. 80% of students found it helpful. Time consuming for professor but worth it.

**Evaluation** Give range of essay choices for each exam. Not possible when doing the SLO Assessment, and students resented not having choices.

**Current SLO** Good, as long as several choices for essay given  
**Assessment.** Good, but need to give out rubric.

**Other** Continue to use Other Book project.

**Resource** Time and in class student help

**Comments** No

### *Third Reflection set*

**Finding** Not Applicable

**Content** Not Applicable

**Method** Not Applicable

**Assignment** Not Applicable

**Evaluation** Not Applicable

**Current SLO** Not Applicable

**Assessment.** Not Applicable

**Other** Not Applicable

**Resource** Inclass help by student tutor

**Comments** no

## HIST 9H HONORS HISTORY OF CONTEMPORARY EUROPE

**Finding** General: Process time consuming but okay, outcome very measurable, assessment quite effective, students did very well as honors students should. Great boost for self-confidence, the students say  
 Definitely applicable to other seminar courses.

**Content** Stress even more heavily with media session the Web Book for this seminar. Continue to add learning community segments in each 4 hour seminar.

**Method** Continue to stress the learning community concept and emphasize it even more with the breaking up into teams and sharing.  
 Move the use of the carefully vetted Web page of carefully selected youtubes from Experimental to regular and expand.  
 Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages.

**Assignment** 1. Need to stress the oral presentation outline and give an example.  
 2. For paper, need to reemphasize the format and factual substantiation form.  
 3. Meet with groups of 4 students for an hour on research and presentation. Do all 30 students within first 3 weeks of quarter or 10 hours.

**Evaluation** For the 20% component of participation, set up on day 1 a brief learning community format of 4 students each for 15 minutes on what participation means, and how to do it effectively, and how to learn "not to be afraid." Shorten the major exam from 20 pp to 15 pp required

**Current SLO** Works very well if improvements noted are made

**Assessment.** Worked okay, but need to give students a copy of rubric at beginning of quarter. It would help for next time if at beginning of course students received a copy of the specific mechanism by which they would be graded and assessed.

**Other** Insist even more strongly on students reading a designated book before quarter begins as is done in university honors courses.

**Resource** Time to think

**Comments** 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. Need to help them differentiate between long term and short term.

**Content** Stress even more heavily with media session the Web Book for this seminar. Continue to add learning community segments in each 4 hour seminar.

- Method** Continue to stress the learning community concept and emphasize it even more with the breaking up into teams and sharing.  
Move the use of the carefully vetted Web page of carefully selected youtubes from Experimental to regular and expand.  
Even though 90% of everything for course is online, make EVERYTHING ONLINE if have time to create even more Web Pages
- Want to do a "learning community" 2 hour symposium on question development pertaining to the subject.  
Do in class student focus groups on separation of patterns, challenges, themes, problems
- Assignment** Want to do a "learning community" 2 hour symposium on question development pertaining to the subject.  
Do in class student focus groups on separation of patterns, challenges, themes, problems
- Evaluation** 15 page final exam change from 20 pages experiment. Make regular. Works better. Work with students on what it means to participate.
- Current SLO** Okay, but requiring everyone to write on 1 essay instead of choosing among knowledge and interest options violates best practices and every single learning principle of choices. They hated it and I hated it. But I obeyed
- Assessment.** Worked okay, but need to give students a copy of rubric at beginning of quarter. It would help for next time if at beginning of course students received a copy of the specific mechanism by which they would be graded and assessed.
- Other** Continue to have students read designated book before class starts.
- Resource** Time and In class student help
- Comments** no

### *Third Reflection set*

- Finding** not applicable  
**Content** not applicable  
**Method** not applicable  
**Assignment** not applicable  
**Evaluation** not applicable  
**Current SLO** not applicable  
**Assessment.** not applicable  
**Other** not applicable  
**Resource** not applicable  
**Comments** not applicable

HIST 10	HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE
HIST 15	HISTORY OF MEXICO
HIST 16	INTRODUCTION TO ANCIENT ROME

- Finding** Students did the best they have ever done in this course in their papers and lectures. We changed this course significantly because of Honors Students from last spring collaborated on a small bit of engineering. They were right. It works much better this way. Most important, we made 3 categories, instead of 2 - emperors/statesmen, themes, ancient historians.
- Content** Refocused course on period from beginning of Rome to Augustus as a peak, and then with that emphasis, evaluated all following personalities and impacts.
- Method** Instituted a procedure of carefully drawn questions and put students in groups of 4 for 1 hour every seminar day. Worked fine. BUT - class was outstanding and everyone could read, speak, and hear English, which has not been true in past. And this method cannot be used if the situation reverts to past
- Assignment** Instituted a procedure of carefully drawn questions and put students in groups of 4 for 1 hour every seminar day. Worked fine. BUT - class was outstanding and everyone could read, speak, and hear English, which has not been true in past. And this method cannot be used if the situation reverts to past
- Evaluation** Require 18 pages for major papers.
- Current SLO** Fine - but hand out rubric to students second class period, instead of 4th. They need to see up front.

**Assessment.** Hand out rubric early in seminar.

**Other** Unusually good seminar. Really helped that for first time all students could read, hear, speak English.

**Resource** Only resources needed is the vital need of at least 1 tutor and hopefully 2. Otherwise nature of seminar will have to be changed.

**Comments** This SLO went very well, because I had also did careful evaluation last year with outstanding honors students and we made the changes for this year.

### *Second Reflection set*

**Finding** Best History 16 total course in 3 years. All students succeeded and we were able to do do advanced work from the beginning and have significant interactive learning and analysis in weekly group efforts - instead of a simple sharing of ignorance for half the quarter.

**Content** Reengineered and worked very well.

**Method** Reengineered to enhance what worked well and change what did not. The changes really worked. However, the class last year had 1/4 students who did not read, speak, hear English well. This year all students, those with English as a second language international, and those native speakers all read, spoke, heard English well. In fact the international students all received A grades, and one an unusual A+. So if the course has last year's complexion, we will have to go back to past practices.

**Assignment** Well structured and understood. Was reengineered with assistance from the past History 16 honors students. Made considerable difference.

**Evaluation** Used 2 questions, select one (6 page essay question). One was on Julius Caesar, one on Augustus Caesar.  
However, the 2 essay questions must be rewritten and made more compact and clear.  
And shortened.

**Current SLO** Worked just fine.

**Assessment.** Need to revise the Rubric and make it clearer and a double component for paper versus presentation. So that the presentation handout is assessed.

**Other** Process, content highly dependent on students meeting normal reading, hearing, speaking english skills for a second level seminar course.

**Resource** Need tutorial support. Impossible to give the depth of individual support in an advanced course without it.

**Comments** No

### *Third Reflection set*

**Finding** Did not use this SLO.

**Content** Did not use this SLO.

**Method** Did not use this SLO.

**Assignment** Did not use this SLO.

**Evaluation** Did not use this SLO.

**Current SLO** Did not use this SLO.

**Assessment.** Did not use this SLO.

**Other** Did not use this SLO.

**Resource** Did not use this SLO.

**Comments** Did not use this SLO.

### *Forth Reflection set*

**Finding** Did not use this SLO.

**Content** Did not use this SLO.

**Method** Did not use this SLO.

**Assignment** Did not use this SLO.

**Evaluation** Did not use this SLO.

**Current SLO** Did not use this SLO.

**Assessment.** Did not use this SLO.

**Other** Did not use this SLO.

**Resource** Did not use this SLO.

**Comments** Did not use this SLO.

## HIST 16H HONORS INTRODUCTION TO ANCIENT ROME

- Finding** Students did the best they have ever done in this course in their papers and lectures. We changed this course significantly because of Honors Students from last spring collaborated on a small bit of engineering. They were right. It works much better this way. Most important, we made 3 categories, instead of 2 - emperors/statesmen, themes, ancient historians.
- Content** Refocused course on period from beginning of Rome to Augustus as a peak, and then with that emphasis, evaluated all following personalities and impacts.
- Method** Instituted a procedure of carefully drawn questions and put students in groups of 4 for 1 hour every seminar day. Worked fine. BUT - class was outstanding and everyone could read, speak, and hear English, which has not been true in past. And this method cannot be used if the situation reverts to past
- Assignment** Be more stringent on finishing the two required texts. And working with them. But continue to leave Pareti to last 2 weeks - and then focus on the so-called heritage of Rome
- Evaluation** Require 18 pages for major papers.
- Current SLO** Great. No changes
- Assessment.** Fine - but hand out rubric to students second class period, instead of 4th. They need to see up front.
- Other** Unusually good seminar. Really helped that for first time all students could read, hear, speak English.
- Resource** Only resources needed is the vital need of at least 1 tutor and hopefully 2. Otherwise nature of seminar will have to be changed.
- Comments** No

*Second Reflection set*

- Finding** Best History 16 total course in 3 years. All students succeeded and we were able to do do advanced work from the beginning and have significant interactive learning and analysis in weekly group efforts - instead of a simple sharing of ignorance for half the quarter.
- Content** Reengineered and worked very well.
- Method** Reengineered to enhance what worked well and change what did not. The changes really worked. However, the class last year had 1/4 students who did not read, speak, hear English well. This year all students, those with English as a second language international, and those native speakers all read, spoke, heard English well. In fact the international students all received A grades, and one an unusual A+. So if the course has last year's complexion, we will have to go back to past practices.
- Assignment** Well structured and understood. Was reengineered with assistance from the past History 16 honors students. Made considerable difference.
- Evaluation** Used 2 questions, select one (6 page essay question). One was on Julius Caesar, one on Augustus Caesar. However, the 2 essay questions must be rewritten and made more compact and clear. And shortened.
- Current SLO** Just fine. worked well.
- Assessment.** Need to revise the Rubric and make it clearer and a double component for paper versus presentation. So that the presentation handout is assessed.
- Other** Highly dependent on students meeting normal reading, hearing, speaking english skills for a seminar course.
- Resource** tutorial support. Impossible to give the depth of individual support in an advanced course without it.
- Comments** No

*Third Reflection set*

- Finding** Not applicable. Did not use.
- Content** Not applicable. Did not use.
- Method** Not applicable. Did not use.
- Assignment** Not applicable. Did not use.
- Evaluation** Not applicable. Did not use.



Current SLO Not applicable. Did not use.  
 Assessment. Not applicable. Did not use.  
 Other Not applicable. Did not use.  
 Resource Not applicable. Did not use.  
 Comments Not applicable. Did not use.

*Forth Reflection set*

Finding Not applicable. Did not use.  
 Content Not applicable. Did not use.  
 Method Not applicable. Did not use.  
 Assignment Not applicable. Did not use.  
 Evaluation Not applicable. Did not use.  
 Current SLO Not applicable. Did not use.  
 Assessment. Not applicable. Did not use.  
 Other Not applicable. Did not use.  
 Resource Not applicable. Did not use.  
 Comments Not applicable. Did not use.

HIST 17A HISTORY OF THE UNITED STATES TO 1816

Finding Student performance improved when reference or study guides were available.  
 Content None  
 Method Highlight additional reference and study resources, particularly those connected to the reading for the class  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

*Second Reflection set*

Finding Success in this area depended greatly on the personal motivation and ability of each student; in other words, those who tried to succeed did succeed. Lack of appropriate English skills probably hinder otherwise motivated students.  
 Content None  
 Method None  
 Assignment None  
 Evaluation Review important topics / questions before evaluation  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource Either more support or stronger advisories for students who lack the necessary reading and writing skills to succeed in this area.  
 Comments No

*Third Reflection set*

Finding Success in this area depended greatly on the personal motivation and ability of each student; in other words, those who tried to succeed did succeed. Lack of appropriate English skills probably hinder otherwise motivated students.  
 Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None



Assessment. None  
Other None  
Resource Either more support or stronger advisories for students who lack the necessary reading and writing skills to succeed in this area.  
Comments No

HIST 17B HISTORY OF THE UNITED STATES FROM 1812 TO 1914

Finding A significant number of students did not meet this outcome.  
Content None  
Method More focus on notes, reference and study guides related to the reading to help increase retention and detailed understanding of the material  
Assignment None  
Evaluation Detail ways for students to better prepare for assessments  
Current SLO None  
Assessment. None  
Resource None  
Comments No

*Second Reflection set*

Finding Wildly different results from class to class make a general finding difficult to arrive at.  
Content None  
Method None  
Assignment None  
Evaluation Detail ways for students to better prepare for assessments  
Current SLO None  
Assessment. None  
Resource None  
Comments No

*Third Reflection set*

Finding Student success in this area was high and seemed closely related to individual motivation and effort.  
Content None  
Method None  
Assignment None  
Evaluation None  
Current SLO None  
Assessment. None  
Resource None  
Comments No

HIST 17C HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT

Finding Student access to study aids before tests improved performance.  
Content None  
Method Attention paid to preparation for tests  
Assignment None  
Evaluation None  
Current SLO None  
Assessment. None  
Resource None

*Second Reflection set*

Finding Student access to study aids before tests improved performance. Internal student motivation had a strong impact on success, but this is difficult to quantify.  
Content None

Method Attention paid to preparation for tests  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Resource None

*Third Reflection set*

Finding Internal student motivation had a strong impact on success, but this is difficult to quantify.  
 Content Continue to highlight connections between historical events and themes and current events and developments.  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Resource None

HIST 18 INTRODUCTION TO MIDDLE EASTERN CIVILIZATION

Finding The study of Islam is central to the course as a whole. Students who understood the basic tenets of Islam and its impact tended to perform well on essays and in class discussion.  
 Content Greater emphasis comparing Islam with Christianity and Judaism, and in explaining different Islamic sects.  
 Method Greater scaffolding of assignment, allowing students more opportunities for reflection.  
 Assignment No changes; essay asking for analysis of a significant figure in Islam worked well, as did exam essay questions on the rise of Islamic empires.  
 Evaluation No changes; rubric assisted students well.  
 Current SLO No changes.  
 Assessment. No changes.  
 Other No changes.  
 Resource None  
 Comments Using more reflections/scaffolding really seemed to benefit students on this particular SLO.

*Second Reflection set*

Finding Understanding the history of outside intervention was crucial for students understanding the make up of the modern Middle East. Imperialism and colonization were central themes of all periods in this history.  
 Content Shift of emphasis to the 20th century interventions, especially by the United States and Great Britain.  
 Method No changes.  
 Assignment Added an essay topic to the final examination on this SLO.  
 Evaluation Paper topic continued to work well, but final exam question was particularly effective for determining students' abilities to prove proficiency in this area.  
 Current SLO No changes.  
 Assessment. No changes.  
 Other No changes.  
 Resource None  
 Comments This worked better as an exam question in some ways; it may be removed as a possible essay topic to allow students to concentrate on another area of Middle Eastern development.

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 the entirety of the course and was one of the themes that bound the course together. Some of the best discussions of the quarter grew out of this theme.

**Content** No changes.

**Method** No changes.

**Assignment** Change to include both research paper and exam questions.

**Evaluation** No changes; students demonstrated critical thinking in all assignments and evaluations.

**Current SLO** Proved to be an excellent means by which to demonstrate understanding.

**Assessment.** No changes.

**Other** No changes.

**Resource** None

**Comments** This was consistently one of the most engaging topics for students.

### *Second Reflection set*

**Finding** Students had difficulty grasping the role of certain themes, particularly in terms of religion. Analyzing the role of religion became one of the most difficult parts of the course.

**Content** Expanded discussion of Christianity as a whole; assumption of knowledge failed here, despite this being an upper level course. Students had no background in the schism of the East and West, the differences in the faiths, etc.

**Method** Greater scaffolding of material and more background; students without a religious upbringing (and even many with a religious background) had a difficult time with this topic.

**Assignment** More detailed readings on religion and background information made available to students.

**Evaluation** Again, more information prior to exams and greater depth of discussion.

**Current SLO** No changes; clearly, this is something that needs to be emphasized.

**Assessment.** I might consider making this question a little more narrow and analyzing the role of the Church in a particular time period.

**Other** No changes.

**Resource** none

**Comments** I included this as an essay question on the midterm and most students avoided it, so retaining it as a possible paper topic seems to be a better strategy.

### *Third Reflection set*

**Finding** Identifying individuals in Russian history tended to stall with the big names; more information about specific individuals intrigued students to do more in depth research about specific rulers, artists, and the like.

**Content** Greater biographical information in the course; this aspect resonated with students throughout the course.

**Method** No changes.

**Assignment** I made this a specific paper topic this quarter, and students seemed to enjoy it.

**Evaluation** No changes.

**Current SLO** No changes; this is one of the most effective analytical biographies assigned.

**Assessment.** No changes.

**Other** No changes.

**Resource** None.

**Comments** By weaning the students from writing on Peter the Great and Catherine the Great, greater depth of understanding of the roles of the individual seemed to emerge; it will be interesting to see what happens the next time the course is taught.

HIST 34H	HONORS INSTITUTE SEMINAR IN HISTORY
HIST 36	SPECIAL PROJECTS IN HISTORY
HIST 36X	SPECIAL PROJECTS IN HISTORY
HIST 36Y	SPECIAL PROJECTS IN HISTORY
HIST 36Z	SPECIAL PROJECTS IN HISTORY

2 of 2 Course IDs for *HLTH* in the Biological and Health Sciences Division  
have SLOs Defined.

2009-2010

Course ID	Title	Reflections
HLTH 21	HEALTH EDUCATION	
	<p><b>Finding</b> The pass rate for the Spring 2010 course (reflecting a grade of C or greater) remains in the high 80th percentile. Student's verbal report, during class discussions, are that many have made positive behavioral changes; some reporting cessation or decreasing tobacco use, healthier diet choices, and increasing physical activity.</p> <p><b>Content</b> None</p> <p><b>Method</b> None</p> <p><b>Assignment</b> None</p> <p><b>Evaluation</b> None</p> <p><b>Current SLO</b> None</p> <p><b>Assessment.</b> No</p> <p><b>Other</b> None</p> <p><b>Resource</b> None</p> <p><b>Comments</b> Overall the pass rate for this particular H21 course (Spring 2010) reflects significant improvement from previous rates.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> Statistics for the Spring 2010 class showed a high 80th percentile pass rate. Many students explained positive changes they made to their lifestyle such as smoking cessation, dietary changes, increasing physical exercise.</p> <p><b>Content</b> None</p> <p><b>Method</b> None</p> <p><b>Assignment</b> None</p> <p><b>Evaluation</b> None</p> <p><b>Current SLO</b> None</p> <p><b>Assessment.</b> None</p> <p><b>Other</b> None</p> <p><b>Resource</b> None</p> <p><b>Comments</b> Previously our H21 fail rate was 22% which was higher than the college 7% overall fail rate and the BH 8% fail rate. Students in my H21 course have a much lower fail rate than the stats from previous years.</p>	
HLTH 55	EMERGENCY RESPONSE	No SLO record.

52 of 52 Course IDs for *HORT* in the Biological and Health Sciences Division  
have SLOs Defined.

2009-2010

Course ID	Title	Reflections
HORT 10	ENVIRONMENTAL HORTICULTURE & THE URBAN LANDSCAPE	
	<p><b>Finding</b> Students were well versed in scientific method and how to apply to environmental science topics.</p> <p><b>Content</b> Increase exercises that require analysis of situations.</p> <p><b>Method</b> More emphasis on lab work and strengthen lectures on topics.</p> <p><b>Assignment</b> No changes required.</p> <p><b>Evaluation</b> Good diversity of grading activities allowed students to obtain grade in many methods. Variety of activities maintained interest in course.</p> <p><b>Current SLO</b> No changes in the current slo.</p> <p><b>Assessment.</b> No changes in the slo assessment.</p> <p><b>Other</b> None.</p> <p><b>Resource</b> Release time to develop lectures and lab activities.</p>	

Comments None.

*Second Reflection set*

**Finding** Students understood the concept of the class and the role they play in maintaining a sustainable environment.

**Content** No significant change in content.

**Method** Strengthening lectures on sustainable topics.

**Assignment** Assignments worked well, more lab activities would help.

**Evaluation** Evaluation methods were adequate.

**Current SLO** No changes in the current slo.

**Assessment.** No changes in the assessment for the slo.

**Other** None.

**Resource** Time to develop lab activities and lectures.

**Comments** None.

## HORT 50A ORIENTATION TO ENVIRONMENTAL HORTICULTURE

*Second Reflection set*

**Finding** Students were able to demonstrate a working knowledge of the field of environmental horticulture. They were also able to correctly identify key plant components and exhibit proficiency in plant terminology. In looking at the targeted questions on a multiple choice & identification test, 90% of the students were able to correctly answer the questions or identify the specified plant component.

**Content** Content of the course is appropriate for the targeted audience (which is students pursuing a career in the green industry or people who might be interested in the green industry). The proportion of people missing the targeted questions appear to be those less likely to pursue an education in this field.

**Method** More time could be spent on assisting students with correctly identifying key plant components.

**Assignment** Assignments are quite successful in meeting the goals of this class.

**Evaluation** Course provides a balanced approach to evaluation (projects, career papers, & exams). This approach is also geared to student success in the class.

**Current SLO** The current SLO is appropriate and does not need to be modified.

**Assessment.** The current assessment for the SLO is appropriate and does not need to be modified.

**Other** N/A

**Resource** More funding for prepared slides, models and other classroom learning media.

**Comments** No.

## HORT 51A PLANT MATERIALS I

**Finding** Students performed well in this task. Almost 95% correct on plant id.

**Content** Content can be changed slightly as new plants emerge, but no major changes are planned.

**Method** Continue the methods used, lecture, demonstration, and visual presentation of plants.

**Assignment** No changes planned.

**Evaluation** Continue weekly id quizzes to reinforce the plant identification.

**Current SLO** The current SLO is valid.

**Assessment.** The assessment of the SLO is valid.

**Other** none

**Resource** No additional resources necessary at this time.

**Comments** non

*Second Reflection set*

**Finding** Students performed well on written quizzes requiring selection by tree features and cultural requirements. Good results on design questions.

**Content** Few changes need to be made to the course content except continuing to update plant list.

**Method** Continue same methods.

**Assignment** Continue same assignments.

**Evaluation** Written quizzes for this SLO have been very effective in obtaining positive results. No major changes planned.

**Current SLO** The SLO is valid.

**Assessment.** The assessment of the SLO is valid.

**Other** none

**Resource** No additional resources needed at this time.

**Comments** none

#### HORT 51B PLANT MATERIALS II

##### *Second Reflection set*

**Finding** When presented with an exam to evaluate this outcome, all students performed very well. Students scored on an average of 19/20 when selecting plants based on features and cultural needs.

**Content** An annual review of shrub species taught in the class will be conducted to verify current materials are being taught.

**Method** No major changes in teaching methods will be implemented. More emphasis will be placed on learning botanical names.

**Assignment** An additional review assignment will be added to improve student recall of plant identification and cultural requirements.

**Evaluation** Evaluations are conducted weekly, with exams given at midterm and final periods. This method works well with the course content.

**Current SLO** This SLO is still valid.

**Assessment.** The assessment method for this SLO is still valid.

**Other** None.

**Resource** No resources required.

**Comments** None.

#### HORT 51C 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.

**Comments** none

#### HORT 51F PLANT MATERIALS: BAMBOOS & PALMS

#### HORT 51G PLANT MATERIALS: INTERIOR & TROPICAL PLANTS

HORT 51H PLANT MATERIALS: PERENNIALS & ANNUALS  
 HORT 51J PLANT MATERIALS: CACTI & SUCCULENTS  
 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.

**Method** Teaching methods were adequate, but more examples of plant nutrient deficiencies will be included.

**Assignment** No change in assignments required.

**Evaluation** Course exams and soil report work well. No changes planned.

**Current SLO** No changes necessary.

**Assessment.** No changes necessary.

**Other** None.

**Resource** Funds to purchase micronutrient testing supplies.

**Comments** None.

#### *Second Reflection set*

**Finding** Students performed very well on scenarios intended to test application of soils knowledge to practical situations. Several reviews were conducted during the quarter and responses were excellent.

**Content** Practical application section of course is addressing the class objective very well.

**Method** No changes anticipated.

**Assignment** More practical examples will be used in class.

**Evaluation** More practical scenarios will be added to quizzes.

**Current SLO** No changes necessary.

**Assessment.** No changes necessary.

**Other** None.

**Resource** None required

**Comments** None.

HORT 52B HORTICULTURAL PRACTICES: PLANT PROPAGATION  
 HORT 52C HORTICULTURE PRACTICES: PLANT INSTALLATION & MAINTENANCE  
 HORT 52E HORTICULTURAL PRACTICES: GREENHOUSE & NURSERY MANAGEMENT

**Finding** Students performed very well in managing the facilities. Several diverse crops were raised and projects implemented using the facilities. Discussions have occurred regarding the challenge of this course related to it's timing. It would be preferable to offer this course in smaller quantities year round rather than in a single quarter.

**Content** Course content should include a more definitive list of crops to grow. Material should be updated to include current topics regarding marketing. It is possible that at some time this course will be combined with propagation and divided into shorter courses offered each quarter.

**Method** No significant change needs to be made to this component of the class. The mix of lecture and lab provides a good balance of information and activity.

**Assignment** More assignments to be added regarding propagation and growing of crop.

**Evaluation** No changes in this aspect are necessary.

**Current SLO** The SLO is valid.

**Assessment.** The assessment for the SLO is valid.

**Other** none

**Resource** Minor greenhouse changes could help the process, and irrigation for exterior crops is being installed. An additional shade structure is necessary for the amount of crops being produced.

**Comments** none

#### *Second Reflection set*



**Finding** The students had no issues with this objective. On campus and during field trips they were able to recognize the various arrangements of structures and what functions each performed.

**Content** No change would be recommended for this section of the course.

**Method** Continue to use lecture to describe, then field observation to reinforce the information.

**Assignment** No change would be recommended for this section of the course.

**Evaluation** No change would be recommended for this section of the course.

**Current SLO** The SLO is valid.

**Assessment.** The assessment for the SLO is valid.

**Other** none

**Resource** Adding an additional shade structure. Adding a kit poly greenhouse to practice setup of hardening-off structures.

**Comments** none

HORT 52F	HORTICULTURAL PRACTICES: INTERIORSCAPING
HORT 52G	HORTICULTURAL PRACTICES: TURFGRASS MANAGEMENT
HORT 52H	HORTICULTURE PRACTICES: INTEGRATED PEST MANAGEMENT
HORT 54A	LANDSCAPE CONSTRUCTION: GENERAL PRACTICES

*Second Reflection set*

**Finding** The purpose of having students involved in lab practicum situations is to give them an opportunity to learn by doing. While some students already demonstrate many of the skills associated with the labs, many are performing these tasks for the first time. Student performance in these labs demonstrates that a hands-on format is a particularly effective form of instruction in communicating ideas and industry practices.

**Content** Course content is appropriate for this class. It is designed to give students a basic working knowledge of landscape construction practices.

**Method** Hands-on landscape construction labs are an effective and essential part of this course. Labs included are the safe use of tools, deck building, concrete production and finishing techniques, and the use of a variety of landscape materials.

**Assignment** Assignments involve the successful completion of the lab and the ability to demonstrate the proper safety practices used in landscape construction. All students who finished the course were successfully able to demonstrate these skills.

**Evaluation** For this component (lab), the evaluation was based on individual and group performance in the lab itself. As above, everyone was able to demonstrate the necessary skills to complete the lab.

**Current SLO** Because all students were able to demonstrate proficiency in the labs, there are no proposed changes to the SLO at this time.

**Assessment.** Demonstrated proficiency of lab activities is a critical element of the learning experience for this course. No changes are proposed at this time.

**Other** None

**Resource** New lab supplies, tools, & equipment are needed every year. Labs cannot be successfully completed without these. Additional funding is needed for this purpose.

**Comments** No

HORT 54B	LANDSCAPE CONSTRUCTION: TECHNICAL PRACTICES
HORT 54C	LANDSCAPE CONSTRUCTION: IRRIGATION PRACTICES
HORT 54D	LANDSCAPE CONSTRUCTION: APPLIED PRACTICES
HORT 55A	GREEN INDUSTRY MANAGEMENT: BUSINESS PRACTICES
HORT 55B	GREEN INDUSTRY MANAGEMENT: EMPLOYEE PRACTICES
HORT 60A	LANDSCAPE DESIGN: GRAPHIC COMMUNICATION
HORT 60B	LANDSCAPE DESIGN: THEORY
HORT 60C	LANDSCAPE DESIGN: IRRIGATION
HORT 60D	LANDSCAPE DESIGN: PLANTING
HORT 60E	LANDSCAPE DESIGN: COMPUTER APPLICATIONS

**Finding** The majority of the students obtained a sound foundation of the design software, but a small percentage continue to struggle with the program.

**Content** The content will be scaled back slightly, with advanced modules being offered to those who are doing well.

**Method** More emphasis on the basics and following programmatic procedures.

**Assignment** Basic core assignments will be scaled back, with advanced assignments offered to those who are grasping the program well.

**Evaluation** Not applicable in this course.

**Current SLO** The SLO is valid.

**Assessment.** The assessment of the SLO is valid.

**Other** none

**Resource** A lab assistant is needed to assist with one-on-one instruction. Keeping software current is vital.

**Comments** none

#### *Second Reflection set*

**Finding** All students understood the terminology related to CADD.

**Content** No changes of the course are required for this objective.

**Method** No changes of the course are required for this objective.

**Assignment** Continue current assignments.

**Evaluation** Not applicable in this course.

**Current SLO** The SLO is valid.

**Assessment.** The assessment for the SLO is valid.

**Other** none

**Resource** No resources necessary to assist with this SLO.

**Comments** none

HORT 60F	LANDSCAPE DESIGN: PROCESS
HORT 60G	LANDSCAPE DESIGN: INTERMEDIATE COMPUTER APPLICATIONS
HORT 80	ENVIRONMENTAL HORTICULTURE SKILLS

**Finding** Students were able to complete activities with few problems. Course included garden show and several internship opportunities with diverse skills required.

**Content** Expand focus from maintenance of grounds to more educational activities. Much of course time is spent weeding hort facilities.

**Method** Teaching methods will remain the same in future classes.

**Assignment** Assignments will become more diversified as facilities are developed.

**Evaluation** No changes anticipated.

**Current SLO** No changes anticipated.

**Assessment.** No changes anticipated.

**Other** None.

**Resource** Funds to install gardens for hort facilities.

**Comments** None.

#### *Second Reflection set*

**Finding** Most students were able to make connections with potential employers through internships and volunteer activities. Contact with industry was also accomplished through working with donors on garden show booth.

**Content** Additional speakers and/or field trips to industry sites.

**Method** No changes anticipated.

**Assignment** More student career exploration opportunities should be added.

**Evaluation** No changes anticipated.

**Current SLO** No changes anticipated.

**Assessment.** No changes anticipated.

**Other** None.

**Resource** No resources required.

**Comments** None.

HORT 90A	CONTAINER PLANTINGS IN THE LANDSCAPE	No SLO record.
HORT 90C	GARDEN PONDS & WATER FEATURES	
HORT 90E	HORTICULTURAL & LANDSCAPE PHOTOGRAPHY	
HORT 90F	LANDSCAPE DESIGN: BASIC PRINCIPLES	
HORT 90G	LANDSCAPE DESIGN FORUM	
HORT 90H	LANDSCAPE LIGHTING	
HORT 90I	LANDSCAPE SUSTAINABILITY PRACTICES	
HORT 90K	LANDSCAPING WITH EDIBLES	
HORT 90L	PLANT PROPAGATION: BASIC SKILLS	
HORT 90M	PLANT NUTRITION & FERTILIZATION	

**Finding** Class was very interested in learning about this topic. Content was good but far reaching.

**Content** Consider lengthening course or creating a second course on pathology.

**Method** Teaching methods of lecture and demo worked well for this course.

**Assignment** An assignment of identifying deficiencies should be added.

**Evaluation** Evaluation was adequate.

**Current SLO** The current slo is adequate.

**Assessment.** The assessment of the slo is adequate.

**Other** None.

**Resource** None.

**Comments** None.

#### *Second Reflection set*

**Finding** This topic was well received and adequately covered.

**Content** No changes to content for this slo.

**Method** No changes to teaching methods for this slo.

**Assignment** Assignments are adequate for this topic.

**Evaluation** Evaluation is adequate.

**Current SLO** The current slo is adequate.

**Assessment.** Assessment of the slo is adequate.

**Other** None.

**Resource** None.

**Comments** None.

HORT 90N	PLANT MATERIALS: FALL COLOR
HORT 90P	PRUNING: BASIC SKILLS
HORT 90Q	RESIDENTIAL IRRIGATION SYSTEMS
HORT 90R	SEASONAL FLORAL DESIGN
HORT 90S	SUSTAINABLE INTEGRATED PEST MANAGEMENT (IMP)
HORT 90U	LANDSCAPE DESIGN: PERSPECTIVE SKETCHING

**Finding** Students were successful in choosing between perspective types. Almost 95% were able to identify the appropriate method to use based on a given scenario.

**Content** Continue to emphasize the difference between perspective types.

**Method** No changes are necessary in the presentation method.

**Assignment** An assignment that requires choosing a perspective method based on a plan view should be added.

**Evaluation** No change are necessary in this portion of the class.

**Current SLO** The SLO is valid

**Assessment.** The assessment of the SLO is valid.

**Other** none

**Resource** No resources are necessary to address this objective.

**Comments** none

#### *Second Reflection set*

**Finding** Almost half of the students struggled initially with this aspect of the course. Many had difficulty setting up and locating objects, then rendering with perspective. Additional sessions were held to assist students in mastering this objective. Consideration should be given to limiting the topic or adding units to the class.

**Content** The content will change from a technical setup of perspectives to an estimated setup.

**Method** More demonstrations will be added to help communicate the concept. Additional media and presentation methods will be incorporated.

**Assignment** Assignments will begin with estimated perspective construction before adding the technical setup.

**Evaluation** Not appropriate for this class.

**Current SLO** The SLO is valid.

**Assessment.** The assessment of the SLO is valid.

**Other** none

**Resource** A lab assistant is necessary for this class unless class size is limited to 20 - 25 students. Large class size contributes to the inability to assist on an individual basis. Additional units or limiting the topic may be required in the future.

**Comments** None.

HORT 90V      SUSTAINABLE ORGANIC GARDENING  
 HORT 90X      XERISCAPING: CREATING WATER-CONSERVING LANDSCAPES  
 HORT 90Y      CACTI & SUCCULENTS  
 HORT 90Z      ORNAMENTAL GRASSES

**Finding** Students performed above average in identification of grasses.

**Content** Content should remain the same, with perhaps fewer plants.

**Method** More repetition and review.

**Assignment** No changes in assignments necessary.

**Evaluation** More id quizzes could be added, although the course is only 4 weeks long.

**Current SLO** The SLO is valid.

**Assessment.** The assessment of the SLO is valid.

**Other** none

**Resource** Additional time for teaching the class. Scheduling the class during prime grass growing seasons like spring. Addition of more specimens on campus to reduce travel and make id more effective.

**Comments** none

#### *Second Reflection set*

**Finding** Students performed well in this assessment.

**Content** No major changes in course content necessary.

**Method** No major changes in teaching methods necessary. More field id would be added if more grasses were locally available.

**Assignment** A design assignment can be added to the class.

**Evaluation** No major changes planned at this time.

**Current SLO** The SLO is valid.

**Assessment.** The assessment of the SLO is valid.

**Other** none

**Resource** More grasses on campus to help with teaching/reviewing design usage.

**Comments** none

2 of 6 Course IDs for *HUMN* in the Language Arts Division have SLOs Defined.

2009-2010

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Course ID	Title	Reflections
HUMN 1A	HUMANITIES & THE MODERN EXPERIENCE I	
HUMN 1B	HUMANITIES & THE MODERN EXPERIENCE II	

HUMN 34H	HONORS INSTITUTE SEMINAR IN HUMANITIES	No SLO record.
HUMN 36	SPECIAL PROJECTS IN HUMANITIES	No SLO record.
HUMN 36X	SPECIAL PROJECTS IN HUMANITIES	No SLO record.
HUMN 36Y	SPECIAL PROJECTS IN HUMANITIES	No SLO record.

20 of 17 Course IDs for *JAPN* in the Language Arts Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
JAPN 1	ELEMENTARY JAPANESE I	
JAPN 2	ELEMENTARY JAPANESE II	<p><b>Finding</b> 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.</p> <p><b>Content</b> 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.</p> <p><b>Method</b> More individualized instructions with current topics.</p> <p><b>Assignment</b> Writing and reading assignments. Listening assignments.</p> <p><b>Evaluation</b> Quizzes, tests, final exam, oral presentations.</p> <p><b>Current SLO</b> The current SLOs will remain the same.</p> <p><b>Assessment.</b> The current SLOs will remain the same.</p> <p><b>Other</b> None.</p> <p><b>Resource</b> A computer with a high-speed internet access and a projector.</p> <p><b>Comments</b> None.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> 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.</p> <p><b>Method</b> More individualized instructions with current topics.</p> <p><b>Assignment</b> Writing and reading assignments. Listening assignments.</p> <p><b>Evaluation</b> Quizzes, tests, final exam, oral presentations.</p> <p><b>Current SLO</b> The current SLOs will remain the same.</p> <p><b>Assessment.</b> The current SLOs will remain the same.</p> <p><b>Other</b> None.</p> <p><b>Resource</b> A computer with a high-speed internet access and a projector.</p> <p><b>Comments</b> None.</p>
JAPN 3	ELEMENTARY JAPANESE III	<p><b>Finding</b> 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.</p> <p><b>Content</b> The current content seems appropriate and relevant to students' interest.</p> <p><b>Method</b> More individualized instructions with current topics will always be good. We need more in-class tutors.</p> <p><b>Assignment</b> Writing and reading assignments. Listening assignments.</p> <p><b>Evaluation</b> Quizzes, tests, final exam, oral presentations.</p> <p><b>Current SLO</b> The current SLOs will remain the same.</p> <p><b>Assessment.</b> The current SLOs will remain the same.</p> <p><b>Other</b> None.</p> <p><b>Resource</b> A computer with a high-speed internet access and a projector.</p>

Comments None.

*Second Reflection set*

**Finding** The students have achieved the expected level of proficiency in this course. They seemed to be very interested and motivated to learn Japanese. However, more native speaker tutors in class will be helpful.

**Content** The current content seems appropriate and relevant to students' interest.

**Method** More individualized instructions with current topics will always be good. We need more in-class tutors.

**Assignment** Writing and reading assignments. Listening assignments.

**Evaluation** Quizzes, tests, final exam, oral presentations.

**Current SLO** The current SLOs will remain the same.

**Assessment.** The current SLOs will remain the same.

**Other** None.

**Resource** A computer with a high-speed internet access and a projector.

Comments None.

JAPN 4 INTERMEDIATE JAPANESE I  
JAPN 5 INTERMEDIATE JAPANESE II  
JAPN 6 INTERMEDIATE JAPANESE III

**Finding** The use of native speaker tutors in class seemed very helpful in giving the students an authentic environment in learning different speech styles. Using context-bases activities and role-playing activities were also very helpful.

**Content** So far the class is going very well. We need to recruit more native volunteer tutors who can assist us in class.

**Method** Giving students the learning environment which is as authentic as possible. Use of small group discussions with native speaker tutors and role playing practice.

**Assignment** Reading and writing assignments. Listening assignments.

**Evaluation** Quizzes, tests and oral presentations.

**Current SLO** The current SLOs will remain the same.

**Assessment.** The current SLOs will remain the same.

**Other** None.

**Resource** A computer with a high-speed internet connection and a projector in class.

Comments None.

*Second Reflection set*

**Finding** The students did a great job in achieving this goal. They are able to state and support their opinions effectively, and also be able to handle unpredictable situations in role playing practices.

**Content** Increase more time for discussions and debates. Otherwise, it's working well.

**Method** Small group discussions, debates, role playing, skit presentations.

**Assignment** Essay writing practice and preparations for oral presentations.

**Evaluation** Oral evaluations, essays.

**Current SLO** The current SLOs will remain the same.

**Assessment.** The current SLOs will remain the same.

**Other** None.

**Resource** A computer with a high-speed internet connection and a projector.

Comments None.

JAPN 13A INTERMEDIATE CONVERSATION I  
JAPN 13B INTERMEDIATE CONVERSATION II  
JAPN 14A ADVANCED CONVERSATION I  
JAPN 14B ADVANCED CONVERSATION II  
JAPN 23 MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS  
JAPN 25A ADVANCED COMPOSITION & READING I  
JAPN 25B ADVANCED COMPOSITION & READING II

JAPN 33	INTRODUCTION TO JAPANESE CULTURE	
JAPN 53	MODERN JAPANESE SOCIETY, CULTURE & BUSINESS CUSTOMS	No SLO record.
JAPN 63	JAPANESE BUSINESS CULTURE & ETIQUETTE	No SLO record.
JAPN 192	COMMUNITY SERVICE LEARNING FOR JAPANESE	

44 of 27 Course IDs for *JRYM* in the Computers, Technology & Information Systems Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
JRYM 100	BUILDING TRADES TEACHER DEVELOPMENT	No SLO record.
JRYM 101A	BASIC ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE	
JRYM 101B	ADVANCED ELECTRICITY FOR SHEET METAL AIR CONDITIONING SERVICE	
JRYM 102A	BASIC REFRIDGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	
JRYM 102B	ADVANCED REFRIDGERATION FOR SHEET METAL AIR CONDITIONING SERVICE	
JRYM 103A	PROPERTIES OF AIR DISTRIBUTION FOR SHEET METAL AIR CONDITIONING SERVICE	
JRYM 103B	REFRIDGERATION THEORY FOR SHEET METAL AIR CONDITIONING SERVICE	
JRYM 104	SHEET METAL JOURNEY LEVEL UPGRADE	No SLO record.
JRYM 152A	HVAC BASIC SYSTEMS FOR SHEET METAL JOURNEYPersons	
JRYM 153A	AIR BALANCE TEST EQUIPMENT & INSTRUMENTS FOR JOURNEYPersons (FIRST YEAR)	
JRYM 153B	TEMPERATURE MEASUREMENT INSTRUMENTS & DUCT SYSTEMS FOR JOURNEYPersons (FIRST YEAR)	
JRYM 154	RECIPROCATING REFRIGERATION	
JRYM 155A	BASIC ELECTRICITY FOR SHEET METAL A/C SERVICE	
JRYM 157	HAZARDOUS MATERIALS TRAINING FOR THE TRADES	
JRYM 158	HAZARDOUS MATERIALS RECERTIFICATION FOR THE TRADES	
JRYM 165	PRE-APPRENTICE INTRODUCTION TO SHEET METAL	
JRYM 166A	MARINE SHEET METAL TRAINING I FOR NON-APPRENTICES	
JRYM 166B	MARINE SHEET METAL TRAINING FOR NON-APPRENTICES II	
JRYM 168A	JOURNEYLEVEL DIGITAL SYSTEMS I	
JRYM 168B	JOURNEYLEVEL DIGITAL SYSTEMS II	
JRYM 169A	FIELD MEASUREMENT & LAYOUT FOR SHEET METAL JOURNEYMEN I	
JRYM 170A	ADVANCED SHEET METAL SERVICE I	
JRYM 170B	ADVANCED SHEET METAL SERVICE II	
JRYM 172A	ELECTRICAL SYSTEM OPERATION, CONTROLS & DEVICES FOR JOURNEYPersons (SECOND YEAR)	
JRYM 172B	HVAC TESTING & BALANCING PROCEDURES FOR JOURNEYPersons (SECOND YEAR)	
JRYM 173A	AIR DISTRIBUTION & MANUFACTURING SYSTEMS FOR JOURNEYPersons (THIRD YEAR)	
JRYM 173B	SYSTEMS INSTALLATION & TROUBLESHOOTING FOR JOURNEYPersons (THIRD YEAR)	

0 of 7 Course IDs for *L A* in the Language Arts Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
L A 36	SPECIAL PROJECTS IN LANGUAGE ARTS	No SLO record.



L A 36X	SPECIAL PROJECTS IN LANGUAGE ARTS	No SLO record.
L A 36Y	SPECIAL PROJECTS IN LANGUAGE ARTS	No SLO record.
L A 36Z	SPECIAL PROJECTS IN LANGUAGE ARTS	No SLO record.
L A 80	INTRODUCTION TO TUTOR TRAINING	No SLO record.
L A 111	PASS THE TORCH TEAM LEADER TRAINING	No SLO record.
L A 180X	SPECIAL STUDIES IN EFFECTIVE INSTRUCTIONAL PRACTICES	No SLO record.

### 3 of 1 Course IDs for *LIBR* in the Language Arts Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
LIBR 10	RESEARCH PAPER SEARCH STRATEGIES	No SLO record.

### 104 of 90 Course IDs for *LINC* in the Computers, Technology & Information Systems Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
LINC 50	TECHNOLOGY IN THE K-12 CLASSROOM I	
LINC 50A	TECHNOLOGY IN THE K-12 CLASSROOM II	
LINC 50B	TECHNOLOGY IN THE K-12 CLASSROOM III	
LINC 50F	INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I	
LINC 51	INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS	
LINC 51A	INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS K-5	
LINC 51B	INTEGRATING TECHNOLOGY INTO LANGUAGE ARTS 6-8	
LINC 52	INTEGRATING TECHNOLOGY INTO SCIENCE	
LINC 52A	INTEGRATING TECHNOLOGY INTO SCIENCE K-5	
LINC 52B	INTEGRATING TECHNOLOGY INTO SCIENCE 6-8	
LINC 53	INTEGRATING TECHNOLOGY INTO MATHEMATICS	
LINC 53A	INTEGRATING TECHNOLOGY INTO MATHEMATICS K-5	
LINC 53B	INTEGRATING TECHNOLOGY INTO MATHEMATICS 6-8	
LINC 54	INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES	
LINC 54A	INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES K-12	
LINC 54B	INTEGRATING TECHNOLOGY INTO SOCIAL STUDIES 6-8	
LINC 55B	TEACHING MATH & SCIENCE WITH TECHNOLOGY	
LINC 58	GLOBAL PROJECT-BASED LEARNING	
LINC 58A	E-PORTFOLIOS	
LINC 58B	CHOOSING THE BEST MEDIA FOR PROJECTS	
LINC 60K	GAME-BASED LEARNING	
LINC 61A	MICROSOFT OFFICE	
LINC 61C	IWORK I	
LINC 62	MICROSOFT WORD I	
LINC 62A	MICROSOFT WORD II	
LINC 62B	MICROSOFT WORD III	
LINC 63	MICROSOFT EXCEL OVERVIEW	
LINC 63A	MICROSOFT EXCEL I	
LINC 63B	MICROSOFT EXCEL II	
LINC 64	MICROSOFT POWERPOINT	
LINC 66	INTRODUCTION TO THE INTERNET	
LINC 66A	INTRODUCTION TO THE INTERNET I	
LINC 66B	INTRODUCTION TO THE INTERNET II	
LINC 66C	SEARCHING & RESEARCHING THE INTERNET FOR EDUCATORS	
LINC 66D	PODCASTING	

LINC 66E	INTRODUCTION TO BLOGS & WIKIS	
LINC 70	WEB PAGE DESIGN OVERVIEW	
LINC 70A	WEB PAGE DESIGN I	
LINC 70B	WEB PAGE DESIGN II	
LINC 72A	ADOBE ACROBAT I	
LINC 72B	INDESIGN OVERVIEW	
LINC 72C	ADOBE INDESIGN I	
LINC 72D	ADOBE INDESIGN II	
LINC 73	ADOBE PHOTOSHOP OVERVIEW	
LINC 73A	ADOBE PHOTOSHOP I	
LINC 73B	ADOBE PHOTOSHOP II	
LINC 73D	ADOBE PHOTOSHOP ELEMENTS OVERVIEW	
LINC 73E	ADOBE PHOTOSHOP ELEMENTS I	
LINC 73F	ADOBE PHOTOSHOP ELEMENTS II	
LINC 73H	ADOBE ILLUSTRATOR OVERVIEW	
LINC 73I	ADOBE ILLUSTRATOR I	
LINC 73J	ADOBE ILLUSTRATOR II	
LINC 74	ADOBE DREAMWEAVER OVERVIEW	
LINC 74A	ADOBE DREAMWEAVER I	
LINC 74B	ADOBE DREAMWEAVER II	
LINC 76	CREATING EDUCATIONAL WEB SITES	
LINC 76A	CREATING EDUCATIONAL WEB SITES I	
LINC 76AS	CREATING EDUCATIONAL WEB SITES I	
LINC 76B	CREATING EDUCATIONAL WEB SITES II	
LINC 76C	CREATING WEB QUESTS	
LINC 79	MULTIMEDIA PROJECT PRODUCTION	No SLO record.
LINC 80	MULTIMEDIA OVERVIEW	
LINC 80A	MULTIMEDIA IN THE CLASSROOM	
LINC 80B	MULTIMEDIA IN THE CLASSROOM I	
LINC 81	USING DIGITAL IMAGES	
LINC 81A	USING DIGITAL IMAGES I	
LINC 81B	ADOBE FIREWORKS OVERVIEW	
LINC 81C	ADOBE FIREWORKS I	
LINC 81D	ADOBE FIREWORKS II	No SLO record.
LINC 83A	ADOBE PREMIER	
LINC 83C	IMOVIE	
LINC 83F	MOVIEWORKS	
LINC 85A	ADOBE FLASH I	
LINC 85B	ADOBE FLASH II	
LINC 85C	ADOBE FLASH OVERVIEW	
LINC 86	VIDEO PODCASTING OVERVIEW	No SLO record.
LINC 86A	VIDEO PODCASTING I	No SLO record.
LINC 86B	VIDEO PODCASTING II	No SLO record.
LINC 90A	WEBINARS	
LINC 90B	OPEN EDUCATION RESOURCES	
LINC 90C	ONLINE COLLABORATION TOOLS	No SLO record.
LINC 93B	ASSISTIVE TECHNOLOGY & UNIVERSAL ACCESS	
LINC 95A	CHILD SAFETY, INTERNET ETHICS & CYBER LAW	
LINC 95B	TECHNOLOGY ETHICS & CYBER LAW	
LINC 95C	ASSESSMENT STRATEGIES FOR TECHNOLOGY INTEGRATION	
LINC 96B	HANDHELD DIGITAL MEDIA DEVICES I	
LINC 96C	HANDHELD DIGITAL MEDIA DEVICES II	
LINC 98	TEACHING & LEARNING IN THE DIGITAL AGE	No SLO record.
LINC 98A	TEACHING & LEARNING IN THE DIGITAL AGE I	No SLO record.
LINC 98B	TEACHING & LEARNING IN THE DIGITAL AGE II	No SLO record.

24 of 39 Course IDs for *MATH* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
MATH 1A	CALCULUS <i>Second Reflection set</i>	
	<b>Finding</b> The data collected showed consistency with respect to results for all four instructors surveyed. The first assessment question yielded the weakest results, the second slightly better results, and the third assessment question yielded the best results.	
	<b>Content</b> NONE.	
	<b>Method</b> The first assessment question, which had the poorest results was related to the topic of the chain rule. Additional practice in this area for students might be useful. As this is one of the more difficult processes students learn, it is no surprise that this assessment yielded the worst results.	
	<b>Assignment</b> Increase homework practice related to the chain rule.	
	<b>Evaluation</b> Some instructors use a gateway exam on techniques of differentiation. The use of a gateway exam would give students the opportunity to master differentiation techniques via multiple tries allowed to pass the test.	
	<b>Current SLO</b> NONE.	
	<b>Assessment.</b> Change wording of the first assessment question. Two answers are quite similar and one instructor felt that students were failing the assessment because of careless arithmetic errors instead of an understanding of the chain rule.	
	<b>Other</b> NONE.	
	<b>Resource</b> A testing center that faculty can send students to, would assist in the gateway exam idea being utilized throughout the department. We have requested the testing center in our program review, hopefully this will be funded.	
	<b>Comments</b> NO.	
MATH 1B	CALCULUS	
	<b>Finding</b> 58% of the students answered this question correctly. As expected, this is the lowest success rate out of all three questions. For two of the Math 1B sections, the SLO assessment was administered separate from the final exam. From the data, we cannot conclude that students who completed the SLO assessment separate from the final exam did better than those who completed the SLO assessment during the final exam, as previously conjectured.	
	<b>Content</b> None.	
	<b>Method</b> One instructor will provide more examples and assign more in class activities that involve evaluating a definite integral with variable limits of integration. It seems as though students have more difficulty evaluating integrals that contain more than one variable compared to integrals that contain only one.	
	<b>Assignment</b> None.	
	<b>Evaluation</b> None.	
	<b>Current SLO</b> None.	
	<b>Assessment.</b> None.	
	<b>Other</b> None.	
	<b>Resource</b> None.	
	<b>Comments</b> None.	
	<i>Second Reflection set</i>	
	<b>Finding</b> 61% of the students answered this question correctly. One instructor expected more correct responses for this problem.	
	<b>Content</b> None.	
	<b>Method</b> None.	
	<b>Assignment</b> One Instructor will assign more homework problems that require the use of the Endpoint Switching Property.	

Evaluation None.

Current SLO None.

**Assessment.** If no work is provided for the multiple choice questions, then the faculty cannot determine how well a student understands a concept. If the faculty were to require that work be shown, then it would be possible to determine if a student completely misunderstood the concepts or only some of the concepts.

Other None.

Resource None.

Comments None.

*Third Reflection set*

**Finding** 82% of the students answered this question correctly. The results for this question are satisfactory.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

**Assessment.** None.

Other None.

Resource None.

Comments None.

MATH 1C          CALCULUS

**Finding** Student performance met or exceeded expectation for this SLO. As students typically struggle with this material, we are encouraged by our results.

Content None

Method None

Assignment None

Evaluation None

Current SLO None

**Assessment.** None

Other None

Resource No

Comments No

*Second Reflection set*

**Finding** Students struggled with the application of vector concepts to velocity and ground speed. This material is more difficult, so this outcome was somewhat what we expected.

Content None.

**Method** More examples of vector application problems will be done with the class.

**Assignment** Additional homework/quiz problems will be devoted to working applications problems involving vectors.

**Evaluation** See C. above.

Current SLO None.

**Assessment.** None.

Other None.

Resource No.

Comments No.

*Third Reflection set*

**Finding** Student performance on the assessment met or exceeded expectation on this SLO.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.  
 Assessment. None.  
 Other None.  
 Resource No.  
 Comments No.

## MATH 1D CALCULUS

**Finding** In the Spring Quarter of 2010, 83% of the students answered this question correctly, which is satisfactory. This is good since double and triple integrals are used as tools throughout the course.

**Content** None

**Method** The Learner-Centered teaching method worked well.

**Assignment** Preview-reading homework assignments appeared to be effective.  
 On-line homework assignments will be added to the section where there were no assignments on-line.

**Evaluation** None

**Current SLO** The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.

**Assessment.** The assessment for the SLO was administered by embedding it in the comprehensive final exam at the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.

**Other** None.

**Resource** More time would be needed to grade SLO assessment questions in the type of 'show-your-work' problems if the type of the assessment were changed.

**Comments** None.

### *Second Reflection set*

**Finding** In the Spring Quarter of 2010, 78% of the students answered this question correctly, which is satisfactory. Even though students understand a theory and have experiences in solving problems where the theory can be used, not everyone can use the theory in a problem that looks different but asks the same concept.

**Content** None

**Method** None

**Assignment** Considering the limited time in class, providing supplementary material for more problems with different formats for the same concept would give students a chance to be exposed to a variety of questions.

**Evaluation** None

**Current SLO** The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.

**Assessment.** The assessment for the SLO was administered by embedding it in the comprehensive final exam at the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.

**Other** None

**Resource** More time would be needed to grade SLO assessment questions in the type of 'show-your-work' problems if the type of the assessment were changed.

**Comments** None

### *Third Reflection set*

**Finding** In the Spring Quarter of 2010, 87% of the students answered this question correctly, which is good. This is the best performance among the three SLO questions. Most of the students understood a part of Green's theorem well.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** The current SLO is a good match overall with the Expected Outcomes of the Math1D curriculum at Foothill.

**Assessment.** The assessment for the SLO was administered by embedding it in the comprehensive final exam at the end of the quarter. The type of the assessment question can be modified into a different type, so that an instructor can recognize which particular step was missed if a student got a wrong answer. The reason is that the incorrect step(s) might not be associated with the concept to assess in the SLO. For example, an arithmetic/algebraic mistake could lead them to wrong answer choices even though they did the conceptually correct set-up and procedures.

In the SLO question, the structure for Green's theorem is provided. The problem could be changed so that the theorem can be assessed without revealing part of it.

**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  
MATH 2B            LINEAR ALGEBRA

**Finding** In both quarters, students performed better on average in several course evaluation tests than in the SLO test. It indicates that they earned more points on non-SLO problems than SLO problems. (Table 1) The Winter Quarter students were a bit more active during class in asking questions that were associated with the concepts covered in class. - Both groups of students did not do well at SLOII-1 containing a new function (transformation) that is different from one in calculus. (Table 1) - In the same SLOII, they did a much better job on the second assessment than the first one. SLOII-2 data shows that most of them understand the concept of a basis for a vector space and are able to find a basis. But in SLOII-1, almost half of them couldn't apply their understanding of the basis concept into this particular problem that requires mathematical symbolic handlings as well.

**Content** The content of the course may be somewhat too much for students to fully grasp all concepts within a quarter.

**Method** In the first week of a quarter, providing a reference note of universal mathematical symbolic notations would be helpful. This course contains lots of abstract and conceptual topics and applications as well. The mathematical abstract concepts are different from ones in calculus that students are used to deal with in the previous mathematics classes. Symbolic manipulation and handling is another challenge for them. Generalizing specific concepts they already have through calculus classes to this course might also be challenging to some of them. Therefore, the early exposure to the reference note makes them more familiar to formal mathematical expressions that will be used through the quarter. Even though concept checks right after each section were done, they would still need to practice more specific problems and examples in addition to it. This will have them learn how to use right notations and apply the concepts they know to problems. Since students need to understand certain abstract concepts that are not visible but axiomatic, the cooperative-learning method can be emphasized for them to check if they understand concepts correctly rather than doing and thinking all by themselves without noticing ambiguity in their logic. In the same way, more office hour can be allocated for Math2B students so that they can check any logical uncertainty with an instructor if they have. Along with going over true/false concept checks all together after each section, short frequent true/false quizzes might motivate them individually to master concepts fully. Students might get encouraged to challenge new tough concepts through group projects with peers. An instructor makes a class lecture into an active guided discussion. Prior to class, the instructor prepares a series of good questions associated with the concepts to be covered in the class. Furthermore, if any, the instructor in the class modifies the

questions dynamically to encourage, stimulate and challenge students depending on their understanding and responses. Good quality questions and discussions are essential in Socratic Questioning method. While giving students an opportunity to work and discuss together, an instructor provides a chance for them to work by themselves without being influenced by peers. Therefore, an instructor makes a good balance between group work and individual work in class. Classroom and learning environments and motivation are very important invisibly. Maintaining a constant positive atmosphere in learning throughout the whole quarter is very important.

**Assignment** Along with preview-reading homework assignments, a short fill-in assignment that is associated with the preview-reading homework assignment can be added so that they take the reading homework more seriously. Furthermore, if students were asked to individually answer some questions on their understanding of preview-reading, possibly through an online tool before the class, they would have more ideas on concepts that would be covered in the following class period. This would encourage them to be more accountable for their own learning and would be a great practice in their life-long learning journey

**Evaluation** In addition to Preview Homework, Review Homework test can be included using frequent quizzes. Short frequent true/false conceptual tests would be useful to check their understanding efficiently. Projects were assigned and collected, but not counted toward a course grade. It was used for the instructor to know how much they understand and for students to understand that learning is for themselves and enjoyable, not for the instructor and scores only. But some students may not really get into it. Therefore, allocating a small portion of the course grade to projects is suggested.

**Current SLO** SLO is a good match overall with the Expected Outcomes of Foothill Math2B curriculum. The current SLOs were selected based on the three main topics of the course. Future SLOs among many expected learning outcomes in a course need to be selected based considerably on the following aspects; Should it cover a set of basic fundamental concepts, a set of the most important concepts, or even, a set of deeper questions that can be a measurement of students' abilities to apply and implement their understanding?

**Assessment.** A full assessment for the SLO would be useful to reflect on the students' understanding better. The assessment can be separately administered from course exams. It can also be counted toward the course evaluation criteria in order for students to consider it seriously. The way that the assessments for the SLOs were embedded into the final exam made it harder for students to focus only on SLO problems. The level of difficulties, the point distribution of other questions, and other various factors of the final exam itself can influence the SLO data. The number of assessment questions per each SLO needs to be determined in order to get more meaningful data to see whether students satisfy the SLO or not. In the same SLO, there are some students who get one right but the other wrong. With the specific number of assessment questions for a given SLO, the level of difficulty of each question needs to be considered. Different levels of assessment questions could be provided so that an instructor knows which level students are on in the SLO.

**Other** None.

**Resource** A lot more time and cooperative work are needed to have discussions with other colleagues on making a meaningful set of SLO assessment problems, sharing each other's different teaching strategies, gathering and analyzing the data, discussing about the data and sharing ideas with each other.

**Comments** None.

#### MATH 10 ELEMENTARY STATISTICS

**Finding** I was surprised to see that a smaller percentage of students answered question 2 correctly compared to question 1. I feel that question 1 is much more difficult. Maybe people are guessing. Maybe my intuition is not correct. I wish all percentages were higher.

**Content** The course content is sound. I do not feel that any changes should be made

**Method** Obviously, a significant percentage of students are not getting these concepts. Since we all use different teaching methods, this is a hard question to answer. I personally will reflect on what I am doing and do more examples with the students in these areas.

**Assignment** I think I assign enough homework and the assignments are sound.



**Evaluation** do ask true/false questions, but am going to change in the fall to also have students have to justify their answers. I do that in calculus, but have never done that in stats. If I force them to think more critically on quizzes/exams, then by the end of the course I would hope that they would be more successful answering such questions.

**Current SLO** The SLOs are sound. I do not believe any changes should be made.

**Assessment.** The assessment questions are good ones. I do not see any flaws in the questions. And, having non-subjectively graded questions is the only practical way to go to assess over many sections and many teachers.

**Other** None

**Resource** None

**Comments** None

### *Second Reflection set*

**Finding** I was surprised to see that a smaller percentage of students answered question 2 correctly compared to question 1. I feel that question 1 is much more difficult. Maybe people are guessing. Maybe my intuition is not correct. I wish all percentages were higher.

**Content** The course content is sound. I do not feel that any changes should be made

**Method** Obviously, a significant percentage of students are not getting these concepts. Since we all use different teaching methods, this is a hard question to answer. I personally will reflect on what I am doing and do more examples with the students in these areas.

**Assignment** do ask true/false questions, but am going to change in the fall to also have students have to justify their answers. I do that in calculus, but have never done that in stats. If I force them to think more critically on quizzes/exams, then by the end of the course I would hope that they would be more successful answering such questions.

**Evaluation** The SLOs are sound. I do not believe any changes should be made.

**Current SLO** The SLOs are sound. I do not believe any changes should be made.

**Assessment.** The assessment questions are good ones. I do not see any flaws in the questions. And, having non-subjectively graded questions is the only practical way to go to assess over many sections and many teachers.

**Other** None

**Resource** None

**Comments** None

MATH 11	FINITE MATHEMATICS	
MATH 12	CALCULUS FOR BUSINESS & ECONOMICS	No SLO record.
MATH 17	INTEGRATED STATISTICS II	No SLO record.
MATH 22	DISCRETE MATHEMATICS	

**Finding** A lot of the students over counted the number of digits. They forgot to subtract the ones they counted one way.

**Content** Spend an extra half lecture on counting.

**Method** In a smaller example have them enumerate the results.

**Assignment** NONE

**Evaluation** NONE

**Current SLO** It is not a hard question. The students should now the answer.

**Assessment.** NONE

**Other** Update the class calendar

**Resource** NONE

**Comments** NONE

MATH 34H	HONORS INSTITUTE SEMINAR IN MATHEMATICS	No SLO record.
MATH 36	SPECIAL PROJECTS IN MATHEMATICS	No SLO record.
MATH 36X	SPECIAL PROJECTS IN MATHEMATICS	No SLO record.
MATH 36Y	SPECIAL PROJECTS IN MATHEMATICS	No SLO record.
MATH 44	MATH FOR THE LIBERAL ARTS	
MATH 48A	PRECALCULUS I	No SLO record.
MATH 48B	PRECALCULUS II	No SLO record.

MATH 48C	PRECALCULUS III	No SLO record.
MATH 49	PRECALCULUS	
	<p><b>Finding</b> Of all sections of Math 49 in the Spring 2010 term 56% of students answered this question correctly</p> <p><b>Content</b> None</p> <p><b>Method</b> More group worked will be employed with explorative problems given</p> <p><b>Assignment</b> in class and homework will be assigned</p> <p><b>Evaluation</b> drill and practice with a computer aided software might be valuable.</p> <p><b>Current SLO</b> see above.</p> <p><b>Assessment.</b> multiple choice questions were given to all students</p> <p><b>Other</b> evaluate slo's next term to see if a trend exists.</p> <p><b>Resource</b> a computer center where students could go to utilize drill and practice computer applications would be valuable.</p> <p><b>Comments</b> Nothing.</p>	
	<i>Second Reflection set</i>	
	<p><b>Finding</b> Of all sections of Math 49 in the Spring 2010 term 57% of students answered this question correctly</p> <p><b>Content</b> None.</p> <p><b>Method</b> More group worked will be employed with explorative problems given</p> <p><b>Assignment</b> in class and homework will be assigned</p> <p><b>Evaluation</b> drill and practice with a computer aided software might be valuable.</p> <p><b>Current SLO</b> see above</p> <p><b>Assessment.</b> multiple choice questions were given to all students</p> <p><b>Other</b> evaluate slo's next term to see if a trend exists.</p> <p><b>Resource</b> a computer center where students could go to utilize drill and practice computer applications would be valuable.</p> <p><b>Comments</b> Nothing.</p>	
	<i>Third Reflection set</i>	
	<p><b>Finding</b> Of all sections of Math 49 in the Spring 2010 term 35% of students answered this question correctly</p> <p><b>Content</b> None.</p> <p><b>Method</b> More group worked will be employed with explorative problems given</p> <p><b>Assignment</b> in class and homework will be assigned</p> <p><b>Evaluation</b> drill and practice with a computer aided software might be valuable.</p> <p><b>Current SLO</b> see above.</p> <p><b>Assessment.</b> multiple choice questions were given to all students</p> <p><b>Other</b> evaluate slo's next term to see if a trend exists.</p> <p><b>Resource</b> a computer center where students could go to utilize drill and practice computer applications would be valuable.</p> <p><b>Comments</b> Nothing.</p>	
MATH 51	TRIGONOMETRY	
MATH 100	OPEN COMPUTER LABORATORY	No SLO record.
MATH 100X	OPEN COMPUTER LABORATORY	No SLO record.
MATH 100Y	OPEN COMPUTER LABORATORY	No SLO record.
MATH 105	INTERMEDIATE ALGEBRA	
MATH 108	ACCELERATED ALGEBRA	No SLO record.
MATH 217	INTEGRATED STATISTICS I	No SLO record.
MATH 220	ELEMENTARY ALGEBRA	
	<p><b>Finding</b> Results for Problem #1 of the assessment for SLO#1: Seventy-five percent of all students enrolled in this course Winter 2010 got the assessment correct. This result is satisfactory.</p> <p><b>Content</b> None. The course was redesigned a few years ago, and the changes appear to be helping with student outcomes.</p>	

**Method** Some instructors are experimenting with using computers for testing and in-class activities.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** No.

**Comments** No.

### *Second Reflection set*

**Finding** Results for problem #2 of the assessment for SLO#2: Eighty-one percent of students answered this assessment correctly. This was the best result of the three assessment questions tested this quarter and is satisfactory.

**Content** None.

**Method** None.

**Assignment** None.

**Evaluation** None

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** No.

**Comments** No.

### *Third Reflection set*

**Finding** Results for problem #1 of the assessment for SLO#3: Seventy-three percent of students answered this assessment correctly. This assessment had the lowest success of all three assessments tested. This is to be expected since the problem asked students to translate words into a mathematical expression, which students at this level find difficult.

**Content** None.

**Method** Additional time spent on translating phrases into mathematical expressions seems appropriate.

**Assignment** More practice and drill with exercises translating words into mathematical expressions.

**Evaluation** Exploratory activities done outside of class time might help students with this SLO.

**Current SLO** None.

**Assessment.** None.

**Other** None

**Resource** No.

**Comments** No.

MATH 221 ACTIVITIES FOR MASTERY OF BEGINNING ALGEBRA CONCEPTS

MATH 224 ELEMENTARY ALGEBRA: SUMMER EDITION

MATH 230 PREPARING FOR ALGEBRA

**Finding** An examination of the results of the Spring 2009 Math 230 SLO study show that students who are getting through the modules successfully are indeed achieving the student learning objectives for the course. The students have a good command of arithmetic with real numbers, solving linear equations and using the 5 step process to solve word problems. However, we are concerned about the number of students who are able to complete the modules of the course each quarter. So, to address this issue we have decided to make several changes. We are going to split the fraction module into two modules. This is currently the second module in the course and it requires a significant amount of work and is intimidating for the students. We feel that the split module will help facilitate student learning. Some of the later modules in the course are going to be refined to focus on the SLO for the course.

The most significant outcome of the study is that we will create a prerequisite course to make sure that the student enter Math 230 with adequate skills and number sense to be

successful in Math 230.

MATH 230J	PREPARING FOR ALGEBRA	
MATH 230X	ARITHMETIC PREPARATION	
MATH 231	MATH-SPECIFIC STUDY SKILLS	
MATH 234	PREPARING FOR ALGEBRA: SUMMER EDITION	
MATH 235	ALTERNATE CREDIT ARITHMETIC & MATHEMATICAL DEVELOPMENT	
MATH 236	ALTERNATE CREDIT ARITHMETIC & MATHEMATICAL DEVELOPMENT: SUMMER EDITION	
MATH 238	PREPARING FOR ALGEBRA	
MATH 300	PREPARATION FOR ARITHMETIC	No SLO record.

104 of 65 Course IDs for *MUS* in the Fine Arts and Communication Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
MUS 1	INTRODUCTION TO MUSIC	<p><b>Finding</b> 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.</p> <p><b>Content</b> More corollaries with contemporary historical, sociological, and political issues.</p> <p><b>Method</b> Brief overview of current or recently current events that lend themselves to a comparison with historical, sociological, and political perspectives of the past.</p> <p><b>Assignment</b> 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.</p> <p><b>Evaluation</b> Group discussions, short quizzes, film observations.</p> <p><b>Current SLO</b> No changes.</p> <p><b>Assessment.</b> Same.</p> <p><b>Other</b> None.</p> <p><b>Resource</b> Pertinent films and videos for the comparisons.</p> <p><b>Comments</b> No.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> Whenever possible, live demonstrations with guest performers.</p> <p><b>Method</b> Have the guest(s) play short excerpts and/or one or two scales on each of the instruments in question for student recognition.</p> <p><b>Assignment</b> Short listening exercises where students hear instruments and are asked to identify the name and sound of each.</p> <p><b>Evaluation</b> Live demonstration/performance (whenever possible), recorded music featuring the target instrument(s).</p> <p><b>Current SLO</b> No change.</p> <p><b>Assessment.</b> No change.</p> <p><b>Other</b> none.</p> <p><b>Resource</b> Small budget for invited guest performers.</p> <p><b>Comments</b> No.</p>
MUS 2A	GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION	
MUS 2B	GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION	

MUS 2C GREAT COMPOSERS & MUSIC MASTERPIECES OF WESTERN CIVILIZATION

**Finding** The engagement survey for Music 2C showed that students felt that they needed more discussion and interaction; they also expressed a need for more guided, applied listening.

**Content** We are planning to increase the number and depth of the online listening labs.

**Method** We are planning to increase the opportunities for discussion/student interaction (e.g., more robust forums)

**Assignment** No change

**Evaluation** No change

**Current SLO** No change

**Assessment.** We will continue to use student surveys as an additional means of assessment.

**Other** None

**Resource** No

**Comments** No

*Second Reflection set*

**Finding** Student work showed promising results in the areas of understanding musical styles and the elements of music. The engagement survey for Music 2C showed that students felt they needed more discussion, interaction, and guided listening.

**Content** We are planning to increase the online listening components (i.e., more of them, more online listening guides).

**Method** As suggested by engagement survey, we will increase opportunities for student discussion/interaction (e.g., online forums).

**Assignment** No change.

**Evaluation** We will continue to utilize student engagement surveys in addition to the previously identified assessment tools.

**Current SLO** No change.

**Assessment.** We will continue to utilize student engagement surveys in addition to the previously identified assessment tools.

**Other** None

**Resource** No

**Comments** Nothing

MUS 2D WORLD MUSIC: ROOTS TO CONTEMPORARY GLOBAL FUSION No SLO record.

MUS 3A BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION

**Finding** The main finding was that the length of the student composition needs to be curtailed. It's best to have students do 8 measures of a four-part harmony chorale rather than to have them do 16 measures. With the latter, many weeks are needed to supervise, rehearse, and perform the completed compositions.

**Content** Students will be assigned an 8-measure composition in four part harmony.

**Method** Analysis of Bach chorales, short exercises observing the rules of four part harmony.

**Assignment** Same as before but with a length of 8 measures.

**Evaluation** In class performance of individual student composition.

**Current SLO** No change.

**Assessment.** No change.

**Other** None.

**Resource** None.

**Comments** No.

*Second Reflection set*

**Finding** The figured bass denominations for different chords is not always easy to understand. Different ways of explaining this concept are needed for different learning styles.

**Content** Have more than one explanation/description of the figured bass concept.

**Method** 1) Explain the rationale of figured bass using the interval count method (6/4 means that one adds the interval of a sixth above the bass note, and one adds the interval of a fourth above the bass note).  
2) Use also the bottom number of the figured bass to determine the inversion (if the

bottom number is 4, the interval of a fourth will be present, etc.).

3) Survey how students in the class learn.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** Visual aids.

**Comments** No.

#### MUS 3B INTERMEDIATE MUSIC THEORY, LITERATURE & COMPOSITION

**Finding** While the concepts are fairly accessible, some students have difficulty distinguishing rounded binary form from ternary form. Understanding is facilitated if contemporary songs are included as a comparison to the analysis of masterpieces from the past.

**Content** None.

**Method** Inclusion of contemporary songs and song forms as a springboard to understanding binary and ternary form.

**Assignment** Inclusion of one or two contemporary songs for analysis and comparison.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** Finding the appropriate songs for analysis.

**Comments** NO.

#### *Second Reflection set*

**Finding** This topic is fairly accessible to students. However, with pivot chord modulation understanding the function of certain chords can be ambiguous. In minor, for example, the use of the subtonic chord as the dominant of the mediant key is not always clear. Students tend to think of this chord as the subtonic whereas in the past it was always thought of as the V/III.

**Content** No change.

**Method** More emphasis on the use of the subtonic chord as the dominant of the mediant key.

**Assignment** More emphasis on examples that underline the function of the subtonic chord in pre-1900 music.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** No.

**Comments** No.

#### MUS 3C ADVANCED MUSIC THEORY, LITERATURE & COMPOSITION

**Finding** The transition from so much analysis of music of the common practice period into analyzing works from the twentieth century where a tonal center is not immediately apparent is a difficult one. The main problem in looking at set theory is to get students away from trying to see traditional chordal structures where there are none. For students steeped in popular music, set theory often seems a rather mechanical way of looking at music.

**Content** No changes.

**Method** More emphasis on how there is more than one way to establish centricity in a given piece of music and why this need came about after WWI. Use of current examples in popular music as a mode of comparison.

**Assignment** Have students compose very simple compositions where the task is not to establish a tonal center nor a central chord, but to establish the centricity of a motive or motives.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** Examples from contemporary or recent songwriting. Examples are rare, but the Beatles' 'Tomorrow Never Knows' can serve as a springboard to the understanding of alternate ways of establishing centrality in music.

**Comments** No.

#### *Second Reflection set*

**Finding** Understanding modulations that do not always make use of the traditional tonic-dominant relationship is not always clear cut. The use of common tone connections and descending/ascending chromatic bass lines as another "logic" related to establishing movement towards a goal needs to be made more emphatic.

**Content** No changes.

**Method** 1) The use of more examples from literature where a descending bass line often overrides traditional chordal functionality. Examples from contemporary songwriting.  
2) The use of more examples from literature where common tone connections often lead to modulations to far away keys. Examples from contemporary songwriting.

**Assignment** Short, simple harmonic compositions that modulate without the use of pivot chord connections.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** One or two songs from contemporary songwriting.

**Comments** No.

MUS 7 CONTEMPORARY MUSICAL STYLES: ROCK, POP & JAZZ  
MUS 7D CONTEMPORARY MUSICAL STYLES: THE BEATLES IN THE CULTURE OF POPULAR MUSIC

**Finding** Assessing the exact reasons the Beatles outlook changed after 1965 needs more emphasis. More clarity is needed for the students to gain insight as to exactly why the Beatles were intent on shedding their 'Beatlemania' aura of 1964 and that prominent political and social factors were key in this development.

**Content** No change.

**Method** Concise group discussions on:

- 1) the use of drugs
- 2) the Vietnam War
- 3) the prominence of both social and political change during the 1960s and how this necessarily led to changes in popular music of the period, particularly of the Beatles.
- 4) the example of Bob Dylan.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** None.

**Resource** More of an in-depth look at some of the songs of Bob Dylan and how these influenced the Beatles.

**Comments** No.

#### *Second Reflection set*

**Finding** This part of the class is quite accessible to the class. The importance of Bach's bass lines and how this was mirrored by McCartney's treatment of the bass guitar could be made more specific.

**Content** No changes.

**Method** 1) Live demonstration of one or two of Bach's preludes for classical guitar, highlighting his use of the bass as an added layer of interest to the music.  
2) Live demonstration on the bass guitar of some of Paul McCartney's bass work with the Beatles, particularly in songs like 'Taxman', 'With a Little Help From My Friends', 'I Want



You', etc., that underline the bass as not just a ground but also as an integral part of the overall musical texture.

**Assignment** No changes.

**Evaluation** Students listen to a small excerpt of a song and are asked to sing back the bass line.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No.

**Resource** No.

**Comments** No.

MUS 7E

HISTORY OF THE BLUES

MUS 8

MUSIC OF MULTICULTURAL AMERICA

**Finding** To supplement the regular assessment activities, we focused on one section Fall Quarter, 2008 and implemented a pre- and post-test using a Categorization Grid in which students were asked to recall content. The assessment was administered as a closed-book, closed-resource, timed activity on the first day of class (pre-test, all genres) and then again on the 14th day of class during the 7th week of the quarter (post-test, for content covered-to-date - Native American Music through Cajun and Zydeco). Students were not told they would be tested, and it was administered as a spontaneous interruption of a lecture to ensure recall reflected long-term memory. A chart displaying the individual scores is available at [http://web.me.com/elizabethbarkley/Student\\_Learning\\_Outcomes/Welcome.html](http://web.me.com/elizabethbarkley/Student_Learning_Outcomes/Welcome.html).

Basically the scores showed that most students showed significant gains in their acquisition and recall of information. Four students (Students 23, 24, 25, and 59) scored 10 or lower, which we consider poor acquisition/recall. These four students were non-Native speakers, and language was probably a barrier both in acquisition and representation of knowledge. Because the assessment was based on 'recall' principles rather than 'identification' (which is a higher order skill than our stated SLO), and to see if we can reduce the effect of language issues, we implemented a follow-up assessment.

As a follow-up assessment activity, we invited eight students (four from each class) to complete a "Statement Frame" (using their real or a fictitious name) to indicate what they would remember from the class long after the course had ended, what had helped them to learn, etc. Each student was also invited to provide (or let us take) a photo and audio-record their statement so that we can post this on the course portfolio web site. This results of this assessment are displayed on a separate web page.

**Content** No change.

**Method** I will be working on developing additional web-based instructional modules that address core concepts and will be available for students to review information. I am hoping that this will provide non-Native speakers with the opportunity to review material at their own speed.

**Assignment** I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more 'authentic' - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by 'role,' e.g., Be a Music Critic; Be a Composer, and so forth.

**Evaluation** The additional evaluation activities may be incorporated into the existing grading system; this has not yet been finalized.

**Current SLO** No change at this time.

**Assessment.** See above.

**Other** See Above.

**Resource** No

**Comments** Please see my SLO website for specifics: [http://web.me.com/elizabethbarkley/Student\\_Learning\\_Outcomes/Welcome.html](http://web.me.com/elizabethbarkley/Student_Learning_Outcomes/Welcome.html)

#### *Second Reflection set*

**Finding** See reflections on SLO 1 for specifics.

**Content** No change at this time.

**Method** No change at this time.

**Assignment** I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more 'authentic' - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by 'role,' e.g., Be a Music Critic; Be a Composer, and so forth.

**Evaluation** No change at this time.

**Current SLO** No change at this time.

**Assessment.** No change at this time.

**Other** No change at this time.

**Resource** See reflections on SLO 1 for specifics.

**Comments** No

#### *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

**Finding** I continue to struggle with the quality of students in the Honors class and am revising the grade expectations and amount of work accordingly.

**Content** No Change.

**Method** I am looking for ways to engage the Honors students more effectively in F2F whole group and small group discussion.

**Assignment** I will create additional evaluation activities based on the web-based instructional modules. In addition, I am creating a new series of assignments that are more 'authentic' - they will be replicating the kinds of tasks one would do in the professional or civic world with the knowledge and skills acquired from this course. At this time, I am planning on organizing the tasks by 'role,' e.g., Be a Music Critic; Be a Composer, and so forth.

**Evaluation** Starting Fall, 2009 I am doubling the point requirement in relation to the regular course and adding in an exit comprehensive exam.

**Current SLO** No change.

**Assessment.** I will be developing new rubrics to coordinate with the new assignments.

**Other** Nothing at this time.

**Resource** I will need more Instructional Team 'time' in order to achieve the additional grading.

**Comments** Nothing at this time.

#### *Second Reflection set*

**Finding** See SLO 1 for specifics - based on continued frustration with the quality of the Honors Institute students, I am creating a whole new set of assignments and doubling the points expected for the grade levels (e.g., 4000 points as opposed to 2000 points for an A. I will be working on this throughout the summer for implementation Fall, 2009.

**Content** See SLO 1 for specifics.

**Method** See SLO 1 for specifics.

**Assignment** See SLO 1 for specifics.

**Evaluation** See SLO 1 for specifics.

**Current SLO** See SLO 1 for specifics.

**Assessment.** See SLO 1 for specifics.

**Other** See SLO 1 for specifics.

**Resource** See SLO 1 for specifics.

**Comments** See SLO 1 for specifics.

### *Third Reflection set*

**Finding** See SLO 1 for specifics - based on continued frustration with the quality of the Honors Institute students, I am creating a whole new set of assignments and doubling the points expected for the grade levels (e.g., 4000 points as opposed to 2000 points for an A. I will be working on this throughout the summer for implementation Fall, 2009.

**Content** See SLO 1 for specifics.

**Method** See SLO 1 for specifics.

**Assignment** See SLO 1 for specifics.

**Evaluation** See SLO 1 for specifics.

**Current SLO** See SLO 1 for specifics.

**Assessment.** See SLO 1 for specifics.

**Other** See SLO 1 for specifics.

**Resource** See SLO 1 for specifics.

**Comments** See SLO 1 for specifics.

MUS 10	MUSIC FUNDAMENTALS	
MUS 11A	JAZZ & SWING	No SLO record.
MUS 11B	FUNK, FUSION & HIP-HOP	No SLO record.
MUS 11C	SALSA & LATIN JAZZ	No SLO record.
MUS 12A	BEGINNING CLASS PIANO	No SLO record.
MUS 12B	INTERMEDIATE CLASS PIANO	No SLO record.
MUS 12C	ADVANCED CLASS PIANO	No SLO record.
MUS 13A	CLASS VOICE I	
MUS 13B	CLASS VOICE II	
MUS 13C	CLASS VOICE III	
MUS 14A	BEGINNING CLASSICAL GUITAR	
MUS 14B	INTERMEDIATE CLASSICAL GUITAR	
MUS 14C	ADVANCED CLASSICAL GUITAR	
MUS 15A	BEGINNING FOLK GUITAR	
MUS 15B	INTERMEDIATE FOLK GUITAR	
MUS 15C	ADVANCED FOLK GUITAR	
MUS 18	MUSIC PUBLISHING FOR SONGWRITERS	No SLO record.
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
MUS 50C	CAREERS IN MUSIC
MUS 56	COMPOSING & ARRANGING WITH SIBELIUS
MUS 58A	SONGWRITER'S WORKSHOP I

**Finding** I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.

**Content** No change.

**Method** No change.

**Assignment** I plan to have more homework that forces the students to stretch outside of their comfort zones.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** The weekly evaluation of the current weekly assignment should give an accurate indication of the SLO.

**Resource** None needed.

Comments No

*Second Reflection set*

**Finding** The students overall seemed to thrive in the collaborative environment of weekly song evaluations. They not only learned from their individual endeavors but also learned through the evaluation process of analyzing each others songs.

**Content** None needed.

**Method** None.

**Assignment** None changed.

**Evaluation** None.

**Current SLO** acceptable.

**Assessment.** Fine.

**Other** None.

**Resource** None needed

Comments No.

*Third Reflection set*

**Finding** The students have a strong understanding of song components and construction. This was shown on a weekly basis when presenting their original compositions.

**Content** None

**Method** None

Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. No change  
 Comments No

*Forth Reflection set*

**Finding** The students were able to create original compositions with a fair amount of confidence. Except for a very few exceptions they progressed throughout the Quarter.

Content None  
 Method No changes.  
 Assignment No changes.  
 Evaluation No changes.  
 Current SLO No changes.  
 Assessment. No changes.

MUS 58B SONGWRITER'S WORKSHOP II

**Finding** I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.

Content No changes  
 Method No changes  
 Assignment No changes  
 Evaluation No changes  
 Current SLO No changes  
 Assessment. No changes  
 Other None  
 Resource None needed.  
 Comments No

*Second Reflection set*

**Finding** The students overall seemed to thrive in the collaborative environment of weekly song evaluations. They not only learned from their individual endeavors but also learned through the evaluation process of analyzing each others songs.

Content No changes  
 Method No changes  
 Assignment No changes  
 Evaluation No changes  
 Current SLO No changes  
 Assessment. No changes  
 Other No other  
 Resource None needed.  
 Comments No

*Third Reflection set*

**Finding** The students have a strong understanding of song components and construction. This was shown on a weekly basis when presenting their original compositions.

Content No changes  
 Method No changes  
 Assignment No changes  
 Evaluation No changes  
 Current SLO No changes  
 Assessment. No changes  
 Other No other  
 Resource None needed

Comments No

*Forth Reflection set*

**Finding** The students were able to create original compositions with a fair amount of confidence. Except for a very few exceptions they progressed throughout the Quarter.

**Content** No changes

**Method** No changes

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** No other

**Resource** None needed

Comments No

MUS 58C SONGWRITER'S WORKSHOP III

**Finding** I found the students to have an understanding of the various songwriting styles but were often limited by their own musical backgrounds and preferences. This was not surprising and was anticipated. I felt that the class helped them to understand the various approaches to the art form outside of their own comfort zones.

**Content** No changes

**Method** No changes

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** No other

**Resource** No needed

Comments No

*Second Reflection set*

**Finding** The students overall seemed to thrive in the collaborative environment of weekly song evaluations. They not only learned from their individual endeavors but also learned through the evaluation process of analyzing each others songs.

**Content** No changes

**Method** No changes

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** No other

**Resource** None needed

Comments No

*Third Reflection set*

**Finding** The students have a strong understanding of song components and construction. This was shown on a weekly basis when presenting their original compositions.

**Content** No changes

**Method** No changes

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** No other

**Resource** None needed

Comments No

*Forth Reflection set*

**Finding** The students were able to create original compositions with a fair amount of confidence. Except for a very few exceptions they progressed throughout the Quarter.

**Content** No changes

**Method** No changes

**Assignment** No changes

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** No Other

**Resource** None needed

**Comments** No

MUS 60A	PRODUCING IN THE HOME STUDIO I
MUS 60B	PRODUCING IN THE HOME STUDIO II
MUS 62	SOUND REINFORCEMENT & LIVE RECORDING
MUS 66A	INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS
MUS 66B	INTRODUCTION TO DIGITAL AUDIO: REASON & PRO TOOLS
MUS 66C	INTRODUCTION TO DIGITAL AUDIO: LIVE, REASON & PRO TOOLS
MUS 80A	RECORDING STUDIO BASICS
MUS 81A	AUDIO RECORDING & PRODUCTION
MUS 81B	SOUND DESIGN FOR FILM & VIDEO
MUS 81C	MIXING & MASTERING WITH PRO TOOLS

**Finding** Students were able to successfully identify and evaluate stylistic audio recording techniques utilized in 20th century productions.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying mixing styles of the recording industry in the 20th century.

**Current SLO** The assessment should be amended as per D

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Students were able to successfully identify and evaluate parameters indicative of specific music and sound mixing techniques, as characteristically applied within various cultures and time periods.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying and understanding the subtle nuances of audio mixing theory and assessing critical mixing techniques.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.



## MUS 81D PRO TOOLS &amp; PLUG-INS I

**Finding** Students were able to successfully identify and evaluate TDM (Time Division Multiplexing) digital signal processing parameters and compare with capabilities of RTAS (Real Time Audio Suite) host based processing as used in audio production.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations, written assignments and exams are adequate, more exams with multiple choice questions should be included to further hone the students' understanding of plug-in parameters and creative applications.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Students were able to successfully identify and evaluate equalization and compression techniques on individual audio file waveforms and composite summations of analog and digital program material.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying and understanding comprehensive applications of TDM and RTAS plug-ins.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

## MUS 81E PRO TOOLS &amp; PLUG INS II

**Finding** Students were able to successfully identify and evaluate TDM (Time Division Multiplexing) digital signal processing parameters and compare with capabilities of RTAS (Real Time Audio Suite) host based processing as used in audio production.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations, written assignments and exams are adequate, more exams with multiple choice questions should be included to further hone the students' understanding of plug-in parameters and creative applications.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Students were able to successfully identify and evaluate equalization and compression techniques on individual audio file waveforms and composite summations of analog and digital program material.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in identifying and understanding comprehensive applications of TDM and RTAS plug-ins.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

#### MUS 82A PRO TOOLS 101: INTRODUCTION TO PRO TOOLS

**Finding** Students were able to successfully analyze the dynamic range of sample recordings. Students demonstrated their understanding of decibels and frequency response within the the acoustical dynamic spectrum.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in assessing the dynamic spectrum of music and sound.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

#### *Second Reflection set*

**Finding** Students were able to successfully configure the Audio Midi Set-up options in a Pro Tools system. Students successfully recorded and edited complex music instrument digital interface continuous controller data.

**Content** No changes need to be made to the course content.

**Method** More, and varied MIDI resources should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in assessing music instrument digital interface protocol procedures.

**Current SLO** The current SLO is adequate and fits the course outline.

**Assessment.** The assessment should be amended as per D.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

#### MUS 82B PRO TOOLS 110: PRO TOOLS PRODUCTION I

**Finding** Students were able to successfully demonstrate a comprehensive understanding of Pro Tools operational procedures for recording, editing and processing complex audio waveforms.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in keyboard shortcut commands and more efficient project management workflows.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Students were able to successfully identify the Pro Tools file system including subfiles, extensions, preferences and metadata content related to digital signal processing events.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While the Pro Tools Operator Certification Exam is adequate, additional exams with multiple choice questions should be included to further hone the students' understanding of the file system architecture and cross platform interoperability.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

MUS 82C PRO TOOLS 201: PRO TOOLS PRODUCTION II

**Finding** Students were able to successfully evaluate and correct Pro Tools session file configurations embedded with technical flaws designed to test their abilities and knowledge of digital audio editing techniques for music and audio production.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in digital audio workstation configurations and cross-platform workflow interoperability.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** While students were able to operate Pro Tools with ethernet based control surfaces, many do have skills to respond and collaborate with other producers and the variables encountered in recording studio environments.

**Content** Further description of essential studio operational procedures, especially as related to the collaborative process, is needed.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in understanding practical studio operational procedures.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

MUS 82D PRO TOOLS 210M: MUSIC PRODUCTION TECHNIQUES

**Finding** Students were able to successfully evaluate and correct Pro Tools session file configurations embedded with technical flaws designed to test their abilities and knowledge of digital audio editing techniques for music and audio production.

**Content** No changes need to be made to the course content.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in digital audio workstation configurations and cross-platform workflow interoperability.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

#### *Second Reflection set*

**Finding** While students were able to operate Pro Tools with ethernet based control surfaces, many do have skills to respond and collaborate with other producers and the variables encountered in recording studio environments.

**Content** Further description of essential studio operational procedures, especially as related to the collaborative process, is needed.

**Method** More, and varied audio examples should be presented.

**Assignment** Assignments are adequate for the SLO requirement.

**Evaluation** While production demonstrations and written assignments are adequate, more exams with multiple choice questions should be included to further hone the students' skills in understanding practical studio operational procedures.

**Current SLO** The assessment should be amended as per D.

**Assessment.** No other changes are needed.

**Other** No other changes are needed.

**Resource** No.

**Comments** No.

MUS 85A	MUSIC & MEDIA: EDISON TO HENDRIX
MUS 85B	MUSIC & MEDIA: HENDRIX TO HIP-HOP
MUS 86	INTRODUCTION TO DIGITAL SOUND, VIDEO & ANIMATION
MUS 150	MUSIC LABORATORY
MUS 150X	MUSIC LABORATORY
MUS 150Y	MUSIC LABORATORY
MUS 150Z	MUSIC LABORATORY

36 of 12 Course IDs for *MUSP* in the Fine Arts and Communication Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
MUSP 21	COLLEGE CHORALE	
MUSP 24	GOSPEL CHORUS	
MUSP 24X	GOSPEL CHORUS	
MUSP 24Y	GOSPEL CHORUS	
MUSP 24Z	GOSPEL CHORUS	
MUSP 26	ADVANCED WOMEN'S CHORUS	
MUSP 27	RENAISSANCE VOCAL ENSEMBLE	No SLO record.
MUSP 28	CHAMBER SINGERS	No SLO record.
MUSP 29	MADRIGAL SINGERS	No SLO record.
MUSP 32	SYMPHONIC WIND ENSEMBLE	No SLO record.
MUSP 39	COLLEGE ORCHESTRA	
MUSP 40	SYMPHONY ORCHESTRA	

1 of 12 Course IDs for *NANO* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
NANO 50	INTRODUCTION TO NANOTECHNOLOGY	No SLO record.
NANO 51	APPLICATIONS OF NANOTECHNOLOGY	
<b>Finding</b>	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.	
<b>Content</b>	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.	
<b>Method</b>	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.	
<b>Assignment</b>	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).	
<b>Evaluation</b>	Diagrams, calculations, midterm writing assignment, and weekly questions.	
<b>Current SLO</b>	Compare and contrast physics, chemistry, and materials science with nanotechnology. How are they different? How are they reinforcing?	
<b>Assessment.</b>	Weekly questions and midterm writing assignment - but no integrative synthesis. We are not using 'systems science' yet/	
<b>Other</b>	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.	
<b>Resource</b>	Network modeling and atomic simulation software would go a long way in helping students both visualize and appreciate 'life at the nanoscale'	
<b>Comments</b>	Work in progress.	
	<i>Second Reflection set</i>	
<b>Finding</b>	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.	
<b>Content</b>	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.	
<b>Method</b>	Review of industry applications using websites and company media about product applications. Guest speakers from industry, industry tours, and product (device) demonstrations.	
<b>Assignment</b>	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	
<b>Evaluation</b>	Papers (two) at midterm and final.	
<b>Current SLO</b>	No difference	
<b>Assessment.</b>	Papers (two) at midterm and final. We may add a final student demonstration.	
<b>Other</b>	Students really enjoy this assignment.	
<b>Resource</b>	More availability of industry / technology demonstrations, access to company tutorials / marketing literature about their products	
<b>Comments</b>	This is a straightforward SLO, and is fun from an instruction standpoint. It is technology, not science, and much less 'tedious'.	

**Third Reflection set**

- Finding** This is a 'big picture' SLO about large scale / global problems. Not surprisingly, most students who are interested in nanotechnology are driven by a desire to make the world better by developing solutions in energy, water, medicine, etc.
- Content** More time listening to experts from Foresight Institute talk about 'grand challenge' problems with large societal impacts
- Method** Overview of the 'top 5' problems and why they need serious attention, and both how and why nanotechnology can make a difference. Current materials solutions need nanoengineering to get better performance, lower cost, and broader distribution. Seminars may be optional (lecture).
- Assignment** Essay assignments on one of the top 5 areas - a smaller version of the midterm assignment (technology review).
- Evaluation** Papers, class demonstration, seminars?
- Current SLO** Integrated into a lecture without a specific SLO. Ideally students would/will remember the top 3-5 problems.
- Assessment.** Writing assignment and/or small group presentation - can be integrated within the final project (for instance - why did you choose a particular device to develop - perhaps an unmet / large scale societal need.
- Other** This SLO/assignment is part of NSF's 'societal impacts' of nanotechnology which remains a high priority for them. Additionally, 'materials safety' could be added as a grand challenge for human development, as so many new technologies carry a toxicity risk in material development.
- Resource** More guest speakers to deliver the import of what materials development is all about - especially for energy, water, and medicine.
- Comments** This is an SLO that the instructor really needs to embrace, much like the passion that engineers have for 'engineers without borders' - the student needs to hear why nanotechnology is important to the world.

#### *Forth Reflection set*

- Finding** Students were not able to identify the details of a nanotechnology approach to materials / device development, in part because the lectures on fabrication were focused on silicon technology, thin films, and coating technology.
- Content** We need to offer more supplementary instruction on thin film deposition, nanoparticle preparation, and biomedical device assembly, and nano-medicine. Students need to see clearer examples of nanotechnology as practiced in energy, medicine, transportation, computing, and high performance (advanced) materials.
- Method** Instruction focused on detailed explanations (video demonstrations) of the practice of nanotechnology in industry.
- Assignment** Sketching of process diagrams for nanofabrication, process engineering, materials development, etc.
- Evaluation** papers, group projects
- Current SLO** Not specific - simply asks for examples where nanotechnology is practiced but no details on how nanotechnology (nanomaterials engineering) is used to develop high performance materials / devices.
- Assessment.** Short paper with diagrams and sketches.
- Other** N/A
- Resource** Videos of process technology and guided tours of industry labs.
- Comments** This is an area where we are currently adding more to the curriculum.

#### *Fifth Reflection set*

- Finding** Students need a systematic way to approach the learning, memorization, and understanding of how nanostructures produce unique physical (material) properties.
- Content** We are developing a new pedagogy which uses networks of atoms, systems of physics, and emergent properties, to better develop understanding of structure (system) property relationships.
- Method** Instruction using classroom and web technologies, including visualization and software simulation tools.
- Assignment** Workbook which includes each of 20 nanostructures.
- Evaluation** Workbook exercises, quizzes on nomenclature, final exams



**Current SLO** Doesn't exist, the 10-120 nanostructures is a new integrative approach which is part of PNPA

**Assessment.** Integrated with both PNPA nanomaterials engineering rubric and the network-systems-properties pedagogy.

**Other** This is a new and novel approach and central to our NSF funded program.

**Resource** Visual renderings and simulation of atom/molecule/physics systems.

**Comments** This is currently being developed for full deployment in fall 2010.

#### *Sixth Reflection set*

**Finding** The PNPA rubric is central to the NSF program, and is a key change in pedagogy for the survey course. We have not implemented this change into our NANO50x series, however evaluators and reviewers of our approach see the merits in the 'organizing rubric'. Students in Fall 2008 did comment on the relevance of using an approach (like PNPA).

**Content** We are adding PNPA to curriculum wherever possible, and especially in NANO51 linking applications to properties to structures, and introducing methods of characterization and fabrication.

**Method** Using a 'pyramid' symbol for PNPA, and introducing topics from the application perspective, we will integrate materials properties and engineering into the curriculum, including discussion, relevant diagrams, and complete 'turnkey' explanations of PNPA and nanotechnology.

**Assignment** Students will use a 'PNPA workbook' with their 20 nanostructures to integrate industrial / application topics throughout the quarter. This workbook becomes the foundation for developing richer PNPA understandings as students progress through the four course program.

**Evaluation** Workbook, written assignments, class presentations.

**Current SLO** PNPA rubric is not part of the previous SLO

**Assessment.** Student understanding of PNPA as seen through written evidence and class presentations.

**Other** PNPA rubric is central to the NSF program

**Resource** Industrial (scenario based) stories.

**Comments** We are \*very\* excited about PNPA as it is the cornerstone of our grant.

#### *Seventh Reflection set*

**Finding** This SLO is actually being re-crafted slightly as the program unfolds. we are grouping atomic and electronic structure with the physics on material (crystalline) networks to help students both visualize and understand physical properties, and see materials as 'systems' of extended atomic and molecular networks, rather than individual atoms, molecules, and smaller structures.

**Content** Curriculum change to focus on nanostructures as small unit cells in nanosystems, and visualization tools to help students visualize the emergence of properties at scale as nanostructures become nanosystems.

**Method** Visualization tools, modeling tools, and images / multimedia to demonstrate how properties emerge from extended networks of atoms and molecules.

**Assignment** Use of molecular and physical property modeling tools

**Evaluation** Extension of PNPA workbook, descriptions of nanosystems.

**Current SLO** Negligible in a survey course

**Assessment.** Evidence of cognitive understanding of structure => system => properties relationships

**Other** this is PNPA-2 to be defined in our follow on work.

**Resource** Molecular modeling tools, and more sophisticated structure property tools.

**Comments** This will be very challenging, and likely introduced in NANO51 but developed in NANO52

#### *Eighth Reflection set*

**Finding** Students have been able to identify process tools such as thin film deposition, silicon fabrication, and some nanochemistry process, but not much more. Broad knowledge of fabrication tools has been a challenge - however students do focus on one technology (predominantly) that they were interested in when they started the course.

**Content** Spend more time giving a good overview of process tools, and tie applications into materials and material processing using PNPA.



**Assignment** Diagram process tools and explain their use in the context of PNPA rubric.

**Evaluation** Assignments with diagrams, explanations, and use to specific materials.

**Current SLO** None other than weekly questions.

**Assessment.** Tying diagrams and process to a specific material fabrication scheme.

**Other** Process tools need better instruction and assessment tools.

**Resource** Multimedia instruction of the techniques.

**Comments** Fabrication tools will be the focus of the PNPA rubric, but it's not clear that fabrication needs to play too strong a role in NANO51.

#### *Ninth Reflection set*

**Finding** In contrast to fabrication tools, students do very well in picking up a broad sense for what characterization tools can do in nanomaterials engineering, process development, materials characterization, and developing structure-property relationships and process optimization.

**Content** Try to add more curriculum for characterizing material properties, and introduce more concepts within structure-property relationships.

**Assignment** Choose characterization tools for specific types of materials. Look at characterization data and identify what aspect of nanostructures are being analyzed.

**Evaluation** Written paper and class discussion/presentations.

**Current SLO** Integrated with nanomaterials characterization, and not dissimilar from early versions of the SLO.

**Assessment.** Correct identification of materials characterization tools.

**Other** students seem to do well with this section of the course.

**Resource** Lab tours and more structure analysis data - more scenario based curriculum.

**Comments** Characterization tools are the focus of NANO53

#### *Tenth Reflection set*

**Finding** Students are interested in the future of nanotechnology and are usually focused on one or two key issues, usually safety and funding, but sometimes asking if nanotechnology should be used in military applications. There is a general awareness of 'ethics and safety'.

**Content** Perhaps integrate this topic into the class at an earlier date, and link it to applications and general discussion of ethics and safety in technology.

**Method** Mostly discussion

**Assignment** Writing assignments on safety, funding, and investment of technology for military purposes. Application of nanotechnology for unmet needs.

**Evaluation** Writing assignments and class discussions.

**Current SLO** None

**Assessment.** N/A other than writing assignments.

**Other** We generally don't spend much time on societal impacts of nanotechnology, and instead talk about 'forward looking / future innovation' of nanotechnology.

**Resource** Guest speakers

**Comments** Integrating safety, ethics, and societal benefits into the Application component of PNPA would be a good idea.

NANO 52	NANOMATERIALS & NANOSTRUCTURES	No SLO record.
NANO 53	NANOMATERIALS CHARACTERIZATION	No SLO record.
NANO 54	NANOFABRICATION TOOLS & PROCESS	No SLO record.
NANO 55	INTRODUCTION TO MICRO & NANO ELECTRONICS	No SLO record.
NANO 56	PRINCIPLES OF MEMS, NEMS & SENSORS	No SLO record.
NANO 57	INTRODUCTION TO MICRO & NANO FABRICATION TECHNIQUES	No SLO record.
NANO 58	MICRO & NANO FABRICATION TECHNIQUES LABORATORY	No SLO record.
NANO 59	NANOBIOTECHNOLOGY SCIENCES	No SLO record.
NANO 60	INTRODUCTION TO CLEAN TECHNOLOGY	No SLO record.
NANO 61	MICRO & NANO FABRICATION TECHNIQUES CAPSTONE	No SLO record.

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0 of 3 Course IDs for *NCBS* in the Non-Credit Division have SLOs Defined. 2009-2010

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Course ID	Title	Reflections
NCBS 400	LANGUAGE & LIFE SKILLS LITERACY	No SLO record.
NCBS 401A	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART I	No SLO record.
NCBS 401B	MATHEMATICAL FOUNDATIONS FOR COLLEGE PART II	No SLO record.

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0 of 1 Course IDs for *NCEL* in the Non-Credit Division have SLOs Defined. 2009-2010

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Course ID	Title	Reflections
NCEL 400	BRIDGE TO COLLEGE	No SLO record.

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0 of 4 Course IDs for *NCP* in the Non-Credit Division have SLOs Defined. 2009-2010

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Course ID	Title	Reflections
NCP 400	STRONG START FOR CHILDREN	No SLO record.
NCP 401	NURTURING HEALTHY CHOICES	No SLO record.
NCP 402	PARENT INVOLVEMENT: THE IMPORTANCE OF FAMILY IN THE LIVES OF CHILDREN	No SLO record.
NCP 403	BUILDING BRIDGES, OPENING DOORS, RAISING EMOTIONALLY HEALTHY CHILDREN	No SLO record.

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0 of 2 Course IDs for *NCSV* in the Non-Credit Division have SLOs Defined. 2009-2010

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Course ID	Title	Reflections
NCSV 400	GERIATRIC HOME AIDE BASICS	No SLO record.
NCSV 401	GERIATRIC HOME AIDE - NUTRITION	No SLO record.

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0 of 4 Course IDs for *NCWP* in the Non-Credit Division have SLOs Defined. 2009-2010

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Course ID	Title	Reflections
NCWP 400	BLUEPRINT FOR WORKPLACE SUCCESS	No SLO record.
NCWP 401	BLUEPRINT FOR CUSTOMER SERVICE	No SLO record.
NCWP 402	30 WAYS TO SHINE AS A NEW EMPLOYEE	No SLO record.
NCWP 403	JOB CLUB	No SLO record.

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23 of 24 Course IDs for *P A* in the Fine Arts and Communication Division have SLOs Defined. 2009-2010

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Course ID	Title	Reflections
P A 111	PERFORMANCE PRACTICES IN THEATRE	No SLO record.
P A 111X	PERFORMANCE PRACTICES IN THEATRE	
P A 111Y	PERFORMANCE PRACTICES IN THEATRE	
P A 111Z	PERFORMANCE PRACTICES IN THEATRE	
P A 121	PERFORMANCE PRACTICES IN VOCAL MUSIC	
P A 121X	PERFORMANCE PRACTICES IN VOCAL MUSIC	
P A 121Y	PERFORMANCE PRACTICES IN VOCAL MUSIC	
P A 121Z	PERFORMANCE PRACTICES IN VOCAL MUSIC	
P A 131	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC	

P A 131X	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC
P A 131Y	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC
P A 131Z	PERFORMANCE PRACTICES IN INSTRUMENTAL MUSIC
P A 141	PERFORMING ARTS COLLEGIUM
P A 141X	PERFORMING ARTS COLLEGIUM
P A 141Y	PERFORMING ARTS COLLEGIUM
P A 141Z	PERFORMING ARTS COLLEGIUM
P A 150	PERFORMING ARTS LABORATORY
P A 150X	PERFORMING ARTS LABORATORY
P A 150Y	PERFORMING ARTS LABORATORY
P A 150Z	PERFORMING ARTS LABORATORY
P A 161	DIRECTED STUDIES IN THE PERFORMING ARTS
P A 161X	DIRECTED STUDIES IN THE PERFORMING ARTS
P A 161Y	DIRECTED STUDIES IN THE PERFORMING ARTS
P A 161Z	DIRECTED STUDIES IN THE PERFORMING ARTS

23 of 10 Course IDs for *P C* in the Biological and Health Sciences Division  
have SLOs Defined.

2009-2010

Course ID	Title	Reflections
P C 83	FAMILY MEDICINE DIDACTIC	
P C 83P	FAMILY MEDICINE CLINICAL	
P C 84	FAMILY MEDICINE DIDACTIC	
P C 84P	FAMILY MEDICINE CLINICAL	
P C 85	SPECIAL CLINICAL PROJECTS IN PRIMARY CARE MEDICINE	
P C 86	SPECIAL DIDACTIC PROJECTS IN PRIMARY CARE MEDICINE	
P C 87	EXTENDED CLINICAL INTERNSHIP	
P C 88	EXTENDED CLINICAL INTERNSHIP	
P C 290X	DIRECTED STUDY IN PRIMARY CARE MEDICINE	No SLO record.
P C 290Y	DIRECTED STUDY IN PRIMARY CARE MEDICINE	No SLO record.

0 of 26 Course IDs for *PCA* in the Biological and Health Sciences Division  
have SLOs Defined.

2009-2010

Course ID	Title	Reflections
PCA 50	ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM	No SLO record.
PCA 51A	BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE	No SLO record.
PCA 52A	ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I	No SLO record.
PCA 52B	ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II	No SLO record.
PCA 53A	PHARMACOLOGY I	No SLO record.
PCA 53B	PHARMACOLOGY II	No SLO record.
PCA 54A	PRE-CLINICAL I	No SLO record.
PCA 54B	PRE-CLINICAL II	No SLO record.
PCA 54C	PRE-CLINICAL III	No SLO record.
PCA 54D	PRE-CLINICAL IV	No SLO record.
PCA 55A	PROFESSIONALISM/CULTURAL MEDICINE I	No SLO record.
PCA 55B	PROFESSIONALISM/CULTURAL MEDICINE II	No SLO record.
PCA 55C	PROFESSIONALISM/CULTURAL MEDICINE III	No SLO record.
PCA 55D	PROFESSIONALISM/CULTURAL MEDICINE IV	No SLO record.
PCA 56A	CORE MEDICINE I	No SLO record.
PCA 56B	CORE MEDICINE II	No SLO record.
PCA 56C	CORE MEDICINE III	No SLO record.

PCA 56D	CORE MEDICINE IV	No SLO record.
PCA 56E	CORE MEDICINE V	No SLO record.
PCA 56F	CORE MEDICINE VI	No SLO record.
PCA 56G	CORE MEDICINE VII	No SLO record.
PCA 60A	PRECEPTORSHIP I	No SLO record.
PCA 60B	PRECEPTORSHIP II	No SLO record.
PCA 60C	PRECEPTORSHIP III	No SLO record.
PCA 60D	PRECEPTORSHIP IV	No SLO record.
PCA 60E	PRECEPTORSHIP V	No SLO record.

123 of 127 Course IDs for *PHED* in the Physical Education Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
PHED 1	INTRODUCTION TO PHYSICAL EDUCATION AS A PROFESSION	<p><b>Finding</b> After completing the assignment where they interview a PE teacher that is currently working in the schools, the student is able to have a better understanding of what it is like to work as a physical education teacher. The students also have a better idea of what the current issues are in the field.</p> <p><b>Content</b> I might add this next quarter an assignment where they observe a PE class.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> For the students final project, they complete a resume, cover letter, and philosophy for PE, fitness, and health. After completing this project, they have experience reflecting on what they might want to explore in the field of PE, fitness, or health.</p> <p><b>Content</b> I may add another part to the final project where the students need to research an actual job in the field they are exploring.</p>
PHED 2	SPORT IN SOCIETY	
PHED 3	THEORIES & TECHNIQUES OF COACHING SPORTS	
PHED 4	CONCEPTS OF PHYSICAL FITNESS & WELLNESS	<p><b>Finding</b> The average score for multiple choice tests was 85%. The average score for each of the 6 tests ranged between 82% and 88%.</p> <p><b>Content</b> no change</p> <p><b>Method</b> no change</p> <p><b>Assignment</b> no change</p> <p><b>Evaluation</b> no change</p> <p><b>Current SLO</b> no change</p> <p><b>Assessment.</b> no change</p> <p><b>Other</b> no change</p> <p><b>Resource</b> no change</p> <p><b>Comments</b> no change</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> Student journal entries reflected thoughtful consideration of their personal fitness and lifestyle behaviors. Positive goal setting occurred in 90% of students.</p> <p><b>Content</b> no change</p> <p><b>Method</b> no change</p> <p><b>Assignment</b> no change</p> <p><b>Evaluation</b> no change</p> <p><b>Current SLO</b> no change</p> <p><b>Assessment.</b> no change</p> <p><b>Other</b> no change</p> <p><b>Resource</b> no change</p>

Comments no change

PHED 5	FUNDAMENTALS OF HATHA YOGA	
PHED 6	PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE	No SLO record.
PHED 8	THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY	

**Finding** The average score across 5 quizzes was 81%. These findings show a relatively high success rate in learning outcomes for multiple-choice tests.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** no change

**Comments** no change

#### *Second Reflection set*

**Finding** The average score across 5 written assignments was 89%. These findings show a relatively high success rate in learning outcomes for essay assignments.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** no change

**Comments** no change

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

**Finding** The test for skills should be timed as the key to better fitness is more efficiency of the movement in the water

**Content** None

**Method** There needs to be more emphasis on efficiency and increased duration of movement in the water.

**Evaluation** More frequent timed tests on skills.

**Resource** water belts, hand paddles and water weights would add to the increase in cardio efficiency and fitness.

#### *Second Reflection set*

**Finding** For a lot of students the fear of no exercise belt on a treading test is very difficult to get past.

**Content** Once a week try a few water exercises with no belt.

**Method** Not everyone needs to do the class at the deep end of the pool

**Assessment.** Do the timed test both with and without the water belt.

**Resource** If the class exceeds 30 in number it is essential to have a life guard on deck.

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

**Finding** Students with the least experience in kickboxing made the most dramatic progress by the end of the term.

**Content** Peer instruction from the more experienced students will assist in learning and fitness for both beginning and more advanced levels.

**Method** Strong lecture program is initially important for students to learn both the physiology and terminology of the program.

**Assignment** No changes

**Evaluation** Evaluation early and often on fitness improvement would enhance attendance and motivation

**Current SLO** No changes

**Assessment.** No changes at this time.

**Resource** Heart rate monitors and playo balls would assist

#### *Second Reflection set*

**Finding** Significant variation in initial cardio fitness between students.

**Content** We need to increase the number and type of cardio activities in the class.

**Method** Students stay more on task with varied cardio activities so we will rotate the tasks more often.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

PHED 19BS	KICKBOXING FOR FITNESS
PHED 19BT	KICKBOXING FOR FITNESS
PHED 20A	BEGINNING MAT PILATES

**Finding** Overall every student made some improvement in identifying or naming at least one or more principles and goals for Pilates exercises. There is a need to improve the pre-post test form. It would help to add a subjective area for student to describe top three areas they most significantly improved knowledge and top three areas they least improved. If space is provided for them to reflect on why they think they made improvements or why they did not make improvements the instructor can improve teaching methods to help meet SLO's.

**Content** No change.

**Method** Currently a list of principles of Pilates and goals are provided. Consider expanding list into written definitions or providing examples of each principle and goal.

**Assignment** Include one assignment (or extra credit assignment) for students to write a short summary of two principles and goals of Pilates as they understand them after at least 6-weeks of participating in the course.

**Evaluation** Provide one or two quizzes using 3X5 card asking students to list at least two principles and goals of Pilates. They should also consider their goal for taking the course and how they are progressing toward reaching that personal goal.

**Current SLO** No change.

**Assessment.** Create more options for success in verbal or written assessment. Offer true/false, matching, fill-in and/or short answer or allow student to choose two or three principles and goals and ask them to describe/define as they understand them or let them give example of each within an exercise.

**Other** none

**Resource** The facility should have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms are the big and small gym and need sound proofing on the walls to reduce the echo.

**Comments** No

*Second Reflection set*

**Finding** The most important finding is that all students improved in some area but not all students improved in the same area.

**Content** No change

**Method** Consider asking students to volunteer to demonstrate exercises.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** none

**Resource** Wall to wall mirrors! In any physical skills class where body position is critical for safety and effectiveness, mirrors are often the best teacher. The facility should also have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms used for this course are the big and small gym and need sound proofing on the walls to reduce the echo.

**Comments** no

PHED 20AS BEGINNING MAT PILATES

**Finding** students at end of course are better able to perform exercise correctly but not as able to identify specific technique for correct form

**Method** more Q&A during class

PHED 20AT BEGINNING MAT PILATES

**Finding** students at end of quarter are better able to perform exercise correctly but not as able to identify specific technique for correct form

**Method** more Q&A during each class

PHED 20B INTERMEDIATE MAT PILATES

**Finding** Overall every student made some improvement in identifying or naming at least one or more principles and goals for Pilates exercises. There is a need to improve the pre-post test form. It would help to add a subjective area for student to describe top three areas they most significantly improved knowledge and top three areas they least improved. If space is provided for them to reflect on why they think they made improvements or why they did not make improvements the instructor can improve teaching methods to help meet SLO's.

**Content** no change.

**Method** Currently a list of principles of Pilates and goals are provided. Consider expanding list into written definitions or providing examples of each principle and goal.

**Assignment** Include one assignment (or extra credit assignment) for students to write a short summary at least two principles and goals of Pilates as they understand them after at least 6-weeks of participating in the course.

**Evaluation** Provide one or two quizzes using 3X5 card asking students to list at least two principles and goals of Pilates. They should also consider their goal for taking the course and how they are progressing toward reaching that personal goal.

**Current SLO** no change

**Assessment.** Create more options for success in verbal or written assessment post-test. Offer true/false, matching, fill-in and/or short answer or allow student to choose two or three principles and goals and ask them to describe/define as they understand them or let them give example of each within an exercise.

**Other** none

**Resource** The facility should have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms are the big and small gym and need sound proofing on the walls to reduce the echo.

**Comments** no

*Second Reflection set*



**Finding** The most important finding is that all students improved in some area but not all students improved in the same area.

**Content** no change

**Method** considering asking students to volunteer to demonstrate and/or explain exercise progressions for the pre/post test exercises.

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** none

**Resource** Wall to wall mirrors! In any physical skills class where body position is critical for safety and effectiveness, mirrors are often the best teacher. The facility should also have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms used for this course are the big and small gym and need sound proofing on the walls to reduce the echo.

**Comments** no

PHED 20C POWER PILATES & FLEXIBILITY EXERCISES

**Finding** students perform exercises with improved form at end of quarter but are not able to correctly identify and explain the technique

**Method** more Q&A during class

PHED 20CS STANDING PILATES/YOGA FOR FITNESS

**Finding** students are better able to perform correct technique at the end of quarter however they are not as able to identify or explain the technique

**Method** more Q&A during class

PHED 20CT STANDING PILATES/YOGA FOR FITNESS

**Finding** students are able to perform with improved technique at the end of quarter however they are not as able to identify and explain technique

**Method** more Q&A during class

PHED 21A BEGINNING HATHA YOGA

**Finding** Consistent attendance and participation resulted in significant understanding of the principles and goals for Yoga practice.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** no change

**Comments** no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Yoga postures and sequences.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** no change

Comments no change

PHED 21AS BEGINNING HATHA YOGA  
PHED 21AT BEGINNING HATHA YOGA  
PHED 21B INTERMEDIATE HATHA YOGA

**Finding** Consistent attendance and participation resulted in significant understanding of the principles and goals for Yoga practice.

Content no change

Method no change

Assignment no change

Evaluation no change

Current SLO no change

Assessment. no change

Other no change

Resource no change

Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Yoga postures and sequences.

Content no change

Method no change

Assignment no change

Evaluation no change

Current SLO no change

Assessment. no change

Other no change

Resource no change

Comments no change

PHED 21C POWER YOGA

**Finding** Consistent attendance and participation resulted in significant understanding of the principles and goals for Yoga practice.

Content no change

Method no change

Assignment no change

Evaluation no change

Current SLO no change

Assessment. no change

Other no change

Resource no change

Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Yoga postures and sequences.

Content no change

Method no change

Assignment no change

Evaluation no change

Current SLO no change

Assessment. no change

Other no change

Resource no change

Comments no change

PHED 21CS POWER YOGA  
 PHED 21CT POWER YOGA  
 PHED 21D VINYASA FLOW YOGA

**Finding** Consistent attendance and participation resulted in significant understanding of the principles and goals for Yoga practice.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** no change

**Comments** no change

#### *Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Yoga postures and sequences.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** no change

PHED 21DS VINYASA FLOW YOGA  
 PHED 21DT VINYASA FLOW YOGA  
 PHED 22 FULL BODY FLEXIBILITY

**Finding** The most important finding is that goals and benefits of flexibility exercises are much easier to assess than actual physical benefits.

**Content** no change

**Method** whenever possible relate benefits of a mobile and stable body to daily activities and life.

**Assignment** optional extra credit as needed to encourage improved knowledge.

**Evaluation** Provide as many options as possible for students to demonstrate their improving knowledge on the principles of fitness and benefits of flexibility. Using in class Q&A or written quizzes.

**Current SLO** no change

**Assessment.** no change

**Resource** a skeleton.

**Comments** no

#### *Second Reflection set*

**Finding** The most important finding is students with fitness background often struggle with improving alignment in stretches due to comfort and habit while students new to stretching seemed more at ease with correct alignment.

**Content** no change

**Method** Showing anatomical images of skeletal and muscle system. Using skeleton would be preferred to demonstrating the stretch positions as the students do not have sufficient anatomy background to "see" what the bones should be doing to maximize stretch and minimize injury. Yoga blocks and stretch straps would be useful to help students be properly aligned until their body changes and adapts to new levels of flexibility.

**Assignment** Assign optional homework for students to look at specific anatomical images online or in books related to position of pelvis and spine in the most common stretches: gluteus, hamstring, quadriceps, trunk and shoulder.

**Evaluation** it would be useful to update the pre/post test each quarter class is taught.

**Current SLO** no change

**Assessment.** consider updating pre/post test each quarter class is taught.

**Resource** Yoga blocks and stretch straps.

**Comments** no

#### PHED 22A STRETCHING & PILATES FOR FLEXIBILITY

**Finding** majority of students are able to identify the principles and goals at end of quarter

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** consider having students design a quiz or exam to demonstrate their knowledge of basic principles

**Current SLO** no change

**Assessment.** no change

**Other** offer class on regular basis

**Resource** none

**Comments** nothing to add

#### *Second Reflection set*

**Finding** with repetition students generally improve techniques and increase benefits

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** consider having students give examples or demonstrate improper vs proper technique in most common exercises used during quarter

**Current SLO** no change

**Assessment.** no change

**Other** offer class on regular basis

**Resource** none

**Comments** nothing to add

#### PHED 22B PILATES & YOGA

**Finding** Consistent attendance and participation resulted in significant understanding of the principles and goals for Pilates and yoga exercises.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** no change

**Comments** no change

#### *Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Pilates and yoga exercises.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource Yoga blocks and straps  
 Comments no change

PHED 22BS PILATES & YOGA  
 PHED 22BT PILATES & YOGA  
 PHED 22C CORE FLOW STRENGTH

**Finding** Consistent attendance and participation resulted in significant understanding of the principles and goals for Pilates and Yoga exercises.

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource no change  
 Comments no change

*Second Reflection set*

**Finding** Consistent attendance and participation resulted in significant improvement of the proper techniques and expertise in Pilates and Yoga exercises.

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource no change  
 Comments no change

PHED 23A TRAIL HIKING

**Finding** students who attend regularly are generally successful creating an appropriate and specific plan

Content no change  
 Method no change  
 Assignment no change  
 Evaluation maybe provide more opportunities for students to develop their plan during class time  
 Current SLO no change  
 Assessment. no change  
 Other not sure  
 Resource none  
 Comments nothing to add

*Second Reflection set*

**Finding** with regular participation students improve in techniques, trail etiquette and personal preparation

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change

Assessment. no change  
 Other offer on regular basis  
 Resource none  
 Comments nothing to add

PHED 23AS TRAIL HIKING

Finding students improve stamina and strength but are not able to create a hiking plan related to fitness  
 Method more discussion  
 Assignment assign reading and worksheets designed toward fitness hiking

PHED 23AT TRAIL HIKING

Finding students improve stamina and strength but are not able to design specific hiking program related to fitness goals  
 Method more discussion  
 Assignment assign reading and worksheets that guide them toward planning fitness hiking program

PHED 23B DAY HIKING

PHED 23C MULTI-DAY HIKING

Finding no findings as course has not been offered since SLO's created  
 Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other not sure  
 Resource none  
 Comments nothing to add

*Second Reflection set*

Finding no findings as course not offered since SLO's created  
 Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other not sure  
 Resource none  
 Comments nothing to add

PHED 24 INTRODUCTION TO GOLF

Finding That the golf swing needs to be broken down and taught in three different parts. The back swing , down swing and the finish. Each part needs to have it's own drills in order to develop the skills necessary to perform the total swing correctly . That putting technique was easy to teach , but for the amount of strokes used in a round of golf , not enough practice time was spent in putting . That as easy as chipping looked , it was very difficult to execute and demanded a lot of practice time.  
 Content Break down the golf swing with drills to develop the total swing. Practice putting more often , with drills to keep students motivated . Relate chipping to putting and develop drills to teach the necessary skills to chip properly.  
 Method Explain the method or techniques ; demonstrate it and then observe the students.  
 Assignment Whatever time is spent in class , should be spent in self practice time.  
 Evaluation Students are evaluated while playing the golf course at the end of the quarter.  
 Current SLO NA

**Resource** Research and identify the best drills in order to teach the skills necessary to develop a good golf swing and putting and chipping stroke.

**Comments** These skills are difficult to master and may take more than one quarter to develop them.

*Second Reflection set*

**Finding** Most students were unaware of proper etiquette. There are so many golf rules that not even the Pro's know them and need the help of an official rules book.

**Content** Etiquette will be presented in regards to each phase of the golf game. The most common rules used will be discussed and explained in detail.

**Method** Lecture and demonstration.

**Assignment** Presenting questions on etiquette and purchasing an official rules book.

**Evaluation** Oral quizzes.

**Current SLO** NA

**Resource** Introduce the official PGA rules guide

**Comments** Because of the amount of etiquette and number of rules, not everything can be covered in a timely manner; therefore you have to use some discretion on what is covered.

PHED 24A SKILL DEVELOPMENT FOR THE EXPERIENCED GOLFER

**Finding** There was a definite gender difference in club selection errors. The men tend to go one club too long and the women tend to go one club too short.

**Content** Seeing the reality of the gender issue, it will be addressed as part of the lecture portion of the class.

**Method** Wind and weather need to be emphasized as a club selection factor.

*Second Reflection set*

**Finding** Although obvious, the more often practice occurs, the better the scoring.

**Content** None

**Method** None

**Assignment** Play more frequently where possible.

PHED 24B SKILLS OF GOLF COURSE PLAY

**Finding** Students had greater improvements on drives and putting than they did on bunker shots.

**Content** Increased demonstration and lecture on bunker shots.

**Method** Increase practice and drills from the sand.

**Resource** The Foothill golf facility needs to be better maintained. The bunker needs sand, the putting green needs to be replaced and the nets need to be repaired.

*Second Reflection set*

**Finding** The graph for golf scores does not adequately reflect increased proficiency in play.

**Content** Classroom discussion and directions on handicapping need to be part of the class.

**Method** Online tools for handicapping need to be demonstrated and included in course

**Assessment.** Golf score cards with expanded descriptions of shots would present better evidence of proficiency

PHED 24S INTRODUCTION TO GOLF

PHED 24T INTRODUCTION TO GOLF

PHED 25A SWING ANALYSIS

**Finding** That every student demonstrated a different level of skill and had to be taught on an individual basis. The problem the students had, was that they could not see or feel their golf swing flaws.

**Content** The content was good, but more emphasis needs to be put on outside practice time.

**Method** The teaching methods need to stay flexible, because of the different skills required to learn the proper golf swing. A number of methods are used, based on the individual needs.

**Assignment** More practice time should be required.

**Evaluation** Subjective evaluation.



**Resource** Maintenance of the video machine and upkeep of the teaching station.

**Comments** Just the fact that the golf swing skills are very difficult to teach , but when students are able to see their golf swings on video , they can identify their problems easier and make changes quicker.

*Second Reflection set*

**Finding** That the instructor needs to have a good golf background and teaching experience . He needs to understand the skills necessary to develop a good golf swing and the drills needed to help each student improve.

**Content** The basic content will stay the same.

**Method** Always trying to find better teaching methods in order to make student learning easier.

**Assignment** Stay with individual drill assignments until muscle memory can be developed.

**Evaluation** Subjective

**Other** There are more ways than one to correct a swing flaw and the key is to find the best one that fits your student.

**Resource** The process becomes more difficult without the use of the video machine.

**Comments** Recognizing swing flaws gets easier , but finding the best approach to change them is always a challenge.

PHED 26 BEGINNING TENNIS SKILLS  
PHED 26A INTERMEDIATE/ADVANCED TENNIS  
PHED 27 WALK FOR HEALTH

**Finding** It was noted by over 90% of the students that writing a program and charting times was a great self-reflection for student progress or lack thereof.

**Content** Plans and goals need to be completed in the first week of class.

**Method** Students need a peer with similar fitness ability to walk with.

**Assignment** Since the class meets only 2 times per week students need to have a week-end walking assignment.

**Resource** Pedometers would give instant feed-back.

*Second Reflection set*

**Finding** The strategy for this SLO was to be subjective for good testing. Video taping would be more effective in improving technique.

**Content** Nothing

**Method** Students need to be video-taped

**Assignment** The walking needs to be done more than twice per week. It is recommended this be a 3 day per week class.

**Assessment.** Change the assessment to video-taping

**Resource** Camera for video.

PHED 27A RUN FOR FITNESS  
PHED 27AS RUN FOR FITNESS  
PHED 27AT RUN FOR FITNESS No SLO record.  
PHED 27S WALK FOR HEALTH  
PHED 27T WALK FOR HEALTH No SLO record.  
PHED 28 SLOW PITCH SOFTBALL  
PHED 29 FUTSAL-INDOOR SOCCER

**Finding** Drill work needs to occur more frequently even though the students would prefer just to play.

**Content** Drill work will occur one day per week

**Method** Competitions on drills appear to elicit the best performances.

**Evaluation** Grade the drill work

**Resource** Two more futsal goals would allow more students to drill at same time.

PHED 29A TOURNAMENT SOCCER  
PHED 30 WINTER SPORTS CONDITIONING

## PHED 34A INTERCOLLEGIATE SOCCER (WOMEN)

**Finding** Ninety five percent of the students completing the season of soccer excelled at both offensive and defensive strategies. The evidence was displayed by the number of game wins.

**Content** Spend more hours on technical training in preseason classes.

**Method** No changes

**Assignment** Add weight training as part of the class assignments.

**Evaluation** No changes

**Current SLO** No changes

**Assessment.** No changes

**Other** Put together a regular weight training program.

*Second Reflection set*

**Finding** Students on the intercollegiate team were asked to complete this assessment at regular film analysis sessions. Tactical skills were discussed in group sessions which allowed for growth in both offensive and defensive success.

**Content** Nothing

**Method** Film was an excellent tool for getting at this assessment.

**Resource** Video equipment and a filmer for all contests and practices.

## PHED 34B INTERCOLLEGIATE VOLLEYBALL (WOMEN)

**Finding** The athletes showed gains in understanding and proficiency of both offensive and defensive systems by the end of the volleyball season as viewed by video validating their knowledge and gain. Both the success of their playing record in post season and video analysis showed their increasing degree of proficiency.

**Content** After reflecting about last season, the team will watch more video next year. Also, with new editing software we can watch rotations and designated time periods in the match which makes teaching more effective.

**Resource** New video equipment to film the team.

*Second Reflection set*

**Finding** The team increased their knowledge of the rotations which would help our own side but also our knowledge of the opposing team.

**Content** Next season, we will be holding classroom sessions where we cover the technical and tactical part of volleyball.

**Assignment** Included will be assignments in a notebook for tactics and technical aspects of volleyball

**Resource** Notebooks

## PHED 34C INTERCOLLEGIATE BASKETBALL (WOMEN)

## PHED 34D INTERCOLLEGIATE TENNIS (WOMEN)

**Finding** student athletes increased degree of proficiency almost proportional to time spent in practice and competitions

**Content** no change

**Method** no change

**Assignment** more strength and conditioning in pre-season

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** keep recruiting

**Resource** none

**Comments** nothing to add

*Second Reflection set*

**Finding** most important is that players without competitive experience could not effectively communicate knowledge and specific tactical techniques and the experienced players could

Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other start each practice with tactile review  
 Resource a white board  
 Comments nothing to add

PHED 34E INTERCOLLEGIATE SOFTBALL (WOMEN)

Finding Offensive skills were improved by 50% for batting, base running and fielding.  
 Defensive skills in player positioning need more work in the off-season  
 Content Change pre-season practices to include more work in player positioning  
 Method Use more group drills for field positions.  
 Resource An additional field coach would allow for more time in all phases of the game.

*Second Reflection set*

Finding Student reflections made it clear that the current field conditions were a handicap in tactical drills.  
  
 Technical skills would benefit from more work using film analysis.  
 Content Use one practice per week to do film analysis.  
 Resource Audio-visual equipment and a film room would benefit the program

PHED 34F INTERCOLLEGIATE GOLF (WOMEN)

PHED 34G INTERCOLLEGIATE DANCE PERFORMANCE

Finding Consistent attendance and participation resulted in significant understanding of the fundamental dance technique and skills necessary for public performance.  
 Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource no change  
 Comments no change

*Second Reflection set*

Finding Consistent attendance and participation resulted in significant increase in the experience and production aspects of dance performance.  
 Content no change  
 Method no change  
 Assignment no change  
 Evaluation no change  
 Current SLO no change  
 Assessment. no change  
 Other no change  
 Resource no change  
 Comments no change

PHED 34H PRE-SEASON CONDITIONING

PHED 34J SPORTS TECHNIQUES & CONDITIONING

PHED 35A INTERCOLLEGIATE SOCCER (MEN)

No SLO record.

## PHED 35B INTERCOLLEGIATE FOOTBALL (MEN)

**Finding** Individual assessments by offense and defense vary by experience. First year athletes by the end of the season can run about 60% of the plays effectively. Second year athletes run 83% of the sequences effectively.

**Content** None

**Method** More tactical drills in the off season may promote greater success.  
Adding film time to the off-season may promote greater understanding.

**Assignment** Play-books need greater study time.

**Resource** New video equipment

*Second Reflection set*

**Finding** When broken into groups by position, film analysis is a greater tool for improvement.

**Method** More small group time

**Assignment** Quizzes on tactical skills of opponents need to be added weekly.

## PHED 35C INTERCOLLEGIATE BASKETBALL (MEN)

## PHED 35D INTERCOLLEGIATE TENNIS (MEN)

## PHED 35E INTERCOLLEGIATE GOLF (MEN)

**Finding** There is no such thing as offensive and defensive skills in regards to competitive golf. Your golf scores are a direct indication of your proficiency in the game. Although your game is made up of many facets ; driving , fairway shots, approach shots and putting, your proficiency in these skills may change from day to day. Consistance is the key and having a good mental approach will help.

**Content** The course content needs to be individualized so practice time is spent on each area of proficiency in order to develop a good golf game with extra time being spent on the weakest parts of your game.

**Method** Drills and more drills in order to develop the skills necessary to perform on the golf course. Video analysis is very effective in correcting swing flaws and on course simulation of difficult shots is also helpful.

**Assignment** Individual practice time is necessary in order to develop and maintain your golf skills.

**Evaluation** Skill level and scoring average improvement .

**Resource** Continual access to a practice facility , a video machine and a golf course to play.

**Comments** Intercollege golf is different from other sports in that you are not competing against another individual or team , but a golf course. Because of the skills necessary to play the game well and on many different courses , it becomes a very challenging game.

*Second Reflection set*

**Finding** That if players have technically sound fundamentals for the game of golf, they will find success at this level of competition. Tactical skills or course management is always a work in progress.

**Content** Besides skill development ; understanding proper etiquette, knowledge of the rules and course management need to be covered.

**Method** Demonstration of drills , lectures on etiquette and rules and observation on golf course play.

**Assignment** Individual practice

**Evaluation** Objective improvement on skill development and scoring average lowered.

**Resource** Always looking for professional assistance and teaching aids in order to develop player performance.

**Comments** Intercollegiate golf at the community college level inables student-athletes to continue their love of the game and progress with their academic goals in the hopes of matriculating on to a four year school.

## PHED 35F INTERCOLLEGIATE SWIMMING (MEN &amp; WOMEN)

## PHED 35G INTERCOLLEGIATE WATER POLO

## PHED 36 INDOOR ARCHERY

**Finding** A longer lead up time is needed before students actually shoot. A student cannot focus on all the details of shooting at one time.

**Content** I would not make any major changes in the course content. I will present the same material but adapt it to the ability and aptitude of a particular class.

**Method** I give the major lecture/lab presentations. The class is interactive in that I use peer teaching by the advanced archery students.

PHED 37	BADMINTON: SINGLES & DOUBLES	
PHED 38A	BASKETBALL FUNDAMENTALS	
PHED 38AS	BASKETBALL FUNDAMENTALS	
PHED 38AT	BASKETBALL FUNDAMENTALS	No SLO record.
PHED 38B	BASKETBALL GAME SKILLS	
PHED 39	INDOOR SOCCER	
PHED 40	BEGINNING VOLLEYBALL	
PHED 41	INDOOR CYCLING-SPIN	

**Finding** Students spent longer periods in Zone 3 - which is the harder ranges of the aerobic zone which improves your cardiovascular health. By the end of the quarter we have spent around 2/3 of class in this zone from simulating both climbing hills and completing intervals.

**Content** I would require everyone to have a heart rate monitor which would give each student the feedback as to how hard they are working.

**Resource** For music purposes, it would be nice to have a functional sound system and microphone. Speakers need to be installed in the room or connect to the current speakers that are in the room already.

#### *Second Reflection set*

**Finding** Each student has the knowledge to warm up in our "zone 1" before they head into the harder aerobic zones as well as cool down in zone 1. The student have been taught and follow the stretching that is done at the end of class.

**Resource** More room between the bikes at a staggered stance so we may stretch with adequate room.

PHED 41A	CARDIO INTERVALS: HILLS & SPRINTS	No SLO record.
PHED 41S	INDOOR CYCLING-SPIN	
PHED 41T	INDOOR CYCLING-SPIN	
PHED 42	BOWLING FOR FITNESS	
PHED 45	FITNESS FOR LIFE	

**Finding** 100% of students who completed the pre and post test made improvements in strength, flexibility and endurance. Students who were more fit made less improvement than those who had minimal levels of fitness in all 3 categories.

**Content** Initial programs for beginners need to have a written individual exercise plan with weekly updates.

**Method** Students with a strong fitness background can be used as peer facilitators for beginners and work in teams.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** WE were really pleased with the assessment techniques and felt it was a strong program that could be repeated in other classes.

**Resource** Heart rate monitors are really necessary for accurate data and we only have one. Personal trainers are a valuable resource in day-to day facilitation of exercise programs. WE really need to re-instate the PT Program.

#### *Second Reflection set*

**Finding** This was a really poor SLO for this class. Data for training is very subjective and difficult to monitor.

**Content** Course content is good.

**Method** Orientations for new students should be documented so that new students are checked on safe and reliable use of machines.

**Assignment** Written IEP's need to be on file in the fitness center.

**Current SLO** The current SLO needs to be changed ASAP.

**Assessment.** The assessment will also be changed based on the new SLO.

**Resource** None

PHED 45X HEALTH & FITNESS ACTIVITIES  
 PHED 46 WEIGHT LIFTING FOR HEALTH & FITNESS  
 PHED 46A CORE FLOW STRENGTH TRAINING  
 PHED 47B THIGHS, ABS & GLUTEUS (TAG)

**Finding** Timed testing on planks showed 47% increased in abdominal strength and endurance. Repetitions for push ups and squats increased by 61% demonstrating increased muscle strength and endurance.

**Content** Content of the course should include more aerobic activity.

**Assignment** Students need to bring evidence of a third day a week for aerobic sessions which would enhance endurance.

**Resource** More jump ropes, bands and weighted balls would be helpful for large classes.

*Second Reflection set*

**Finding** Students in small groups doing warm-ups and cool-downs was not as effective as instructor led sessions. Students tended to warm-up and cool down for fewer minutes which causes more delayed muscle soreness.

**Method** Instructor needs to insist that on-time attendance is mandatory to allow all students ample time for warm-ups.

**Current SLO** Needs to be modified for more effective measurements.

PHED 47BS THIGHS, ABS & GLUTEUS (TAG)

**Finding** see PHED047B

*Second Reflection set*

**Finding** see PHED047B

PHED 47BT THIGHS, ABS & GLUTEUS (TAG)

**Finding** see PHED047B

*Second Reflection set*

**Finding** see PHED047B

PHED 47C CARDIO PUMP

**Finding** Some students improved (30%), maintained fitness (60%) or had no results because missed pre-test. If there were enough hand weight sets in 5-lb and 8-lb I believe more students would increase cardio and strength results.

**Content** no change

**Method** no change

**Assignment** no change

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** none

**Resource** There should be at least 10 more sets of 5-lb and 8-lb hand weights for students to have opportunity to improve cardio and strength. The facility should have excellent acoustics for teaching and learning to be effective. Need for microphone and speaker system is paramount. Some of the rooms are the big and small gym and need sound proofing on the walls to reduce the echo. Use of heart rate monitors would be the most effective assessment tool for cardio improvements. We need heart rate monitors.

**Comments** no

*Second Reflection set*

**Finding** The most important finding is students cannot hear most of instruction due to poor acoustics in big gym and cannot see demonstrations well as there are no mirrors. Therefore the majority are not able to demonstrate safe and appropriate use of strength equipment.

**Content** no change.

**Method** no change.

**Assignment** no change.

**Evaluation** no change.

**Current SLO** no change.

**Assessment.** consider adding a section to pre/post test including pictures of safe and unsafe use of strength equipment and asking students to identify the safe and unsafe images.

**Other** none

**Resource** Wall to wall mirrors! We need mirrors. In any physical skills class where body position is critical for safety and effectiveness, mirrors are often the best teacher. The facility should also have excellent acoustics for teaching and learning to be most effective. Need for microphone and speaker system is paramount. Some of the rooms used for this course are the big and small gym and need sound proofing on the walls to reduce the echo.

**Comments** no

PHED 47CS      CARDIO STRENGTH & SCULPT

**Finding** students improve or maintain fitness test scores

PHED 47CT      CARDIO STRENGTH & SCULPT

**Finding** students improve or maintain fitness test scores

PHED 49A      SURVIVOR TRAINING

PHED 49B      BOOT CAMP TRAINING

PHED 49BS      BOOT CAMP TRAINING

No SLO record.

PHED 50C      NUTRITIONAL ASSESSMENT & FITNESS

PHED 52      GOLF ACTIVITIES

**Finding** Even though you repeat the same fundamentals for three quarters, a lot of the students do not comprehend the basics and need constant reinforcement in order to develop muscle memory.

**Content** Possibility of limiting the course content early in the year, for retention purposes, and then adding content as the student progresses.

**Method** More demonstration for visualization and encouragement to watch themselves on video in order to identify swing flaws.

**Assignment** Assign more practice time with specific drills in order to develop proper technique.

**Evaluation** Incorporate some skills tests in order to determine if the students have developed proper techniques.

**Current SLO** Stay the same

**Assessment.** NA

**Resource** NA

**Comments** Only that golf is a very difficult sport to excel in and that you need to work with each student individually to help them improve.

*Second Reflection set*

**Finding** That handicapping can be difficult to explain and confusing to learn for beginning students.

**Content** Give the students a handout so they see and comprehend the process more readily.

**Method** Lecture

**Assignment** Students need to be able to explain the process.

**Evaluation** Quiz on the system

**Current SLO** NA

**Assessment.** NA

**Resource** Handicapping handout



**Comments** Those golfers that intend to take the game up seriously need to understand how the handicapping system works and think about establishing one for themselves.

PHED 53	HEALTH & FITNESS ACTIVITIES	
PHED 60	SPECIAL PROJECTS IN PHYSICAL EDUCATION	
PHED 60S	SPECIAL PROJECTS IN PHYSICAL EDUCATION	No SLO record.
PHED 60T	SPECIAL PROJECTS IN PHYSICAL EDUCATION	No SLO record.
PHED 62A	CLINICAL EXPERIENCES IN SPORTS MEDICINE I	

**Finding** Constant re-enforcement of the skill is necessary for student of all skill level.

**Method** More skill workshops and detailed practice session to re-enforce skills throughout the quarter.

**Resource** Practice tape to provide students the resource necessary to practice.

*Second Reflection set*

**Finding** Student were immediately able to apply this skill with our athletes. This led to an increased interaction between the students and our clients, the student-athletes. This interaction led to a more positive learning environment.

**Content** Continue to develop techniques in active and passive stretching consistent with current research and practice.

**Method** More workshops needed.

**Resource** Constant update in training for instructors is necessary to stay current with practices and techniques.

PHED 62B	CLINICAL EXPERIENCES IN SPORTS MEDICINE II	
	<b>Finding</b> A broad scope of technique requires alot of teaching time. Students did learn techniques over time.	
	<b>Content</b> More detailed techniques may be available.	
	<b>Method</b> Use of a licensed massage therapist as a guest instructor may be useful.	
	<b>Resource</b> Training for instructor in more techniques.	

*Second Reflection set*

**Finding** Students have really begun to show a detailed knowledge of the theory behind the use of therapeutic modalities. This has led them to be able to make informed decisions as to the selection and settings for the use of modalities with our athletes.

**Assignment** Continue to encourage the use of research-backed information on their assignments.

**Resource** Current texts in therapeutic modalities, especially newer techniques such as light therapy.

PHED 62C	CLINICAL EXPERIENCES IN SPORTS MEDICINE III	
	<b>Finding</b> Students became comfortable with the HOPS method of injury evaluation. Using this method, students were able to complete the foot, ankle and lower leg injury evaluation.	
	<b>Method</b> More time for teaching workshops and practice must be created. This is a major focus for the future of the course.	
	<b>Evaluation</b> Incorporate more real-life scenarios with injured athletes.	
	<b>Resource</b> Continued training for instructor in current research and techniques through conferences.	

*Second Reflection set*

**Finding** Many students were very excited about this skill. Once proficient, students were able to supervise athletes in their rehabilitation programs using free weights and variable resistance machines.

**Content** Continue to update as current techniques become available.

**Method** Incorporate more use of local professionals in the area of strength and conditioning.

**Resource** Instructor training in current techniques through conference workshops.

PHED 62D	CLINICAL EXPERIENCES IN SPORTS MEDICINE IV	
	<b>Finding</b> Students continue to struggle with the difficult subject matter. While the vagueness of the injury evaluation was difficult, the student were able to consistently create an appropriate management strategy.	

**Content** Work with orthopedic surgeon on updated techniques.

**Method** Make us of team physician as a guest instructor.

**Assignment** Encourage students to practice evaluation skills under supervision with injured athletes.

**Resource** Instructor training through attendance at conference workshops.

*Second Reflection set*

**Finding** Students were instrumental in performing functional rehabilitation with injured athletes this quarter. Their application of the programs was critical in the return of those athletes to play and decrease in the risk of re-injury.

**Assignment** Continue to encourage the use of multiple resources to develop a sound functional rehabilitation program for the individual injury assigned.

**Resource** Instructor training at a functional program design workshop.

PHED 62E CLINICAL EXPERIENCES IN SPORTS MEDICINE V

**Finding** Students completed the tasks well within the limitation of the facilities and equipment of our facility. Research must be completed in new and advanced techniques in rehabilitation.

**Content** I feel that our rehabilitation techniques are solid. However, the feel that input on new or advanced techniques will benefit the students and our student-athletes.

**Assignment** Create more opportunities for students to create programs for injured athletes.

**Resource** Instructor training in new and advanced techniques through attendance at conferences and workshops. Advanced rehabilitation equipment consistent with real-world settings to prepare students for application in the workplace.

*Second Reflection set*

**Finding** Students completing the course were highly regarded in their pursuit of advanced education or application on the workplace. The capstone project demonstrated the large amount of skill and knowledge that the students developed in their time here. This information was the foundation for their resume and/or program application and has led our students to acceptance in to many highly regarded programs and careers.

**Content** Continue to update the entire series of courses to prepare students for their transition to further education or the workplace.

PHED 65A PNF:INTRODUCTION TO THE UPPER EXTREMITY

**Finding** Cognitive learning is reinforced through practical demonstrations. The student will display increased confidence through the demonstration of PNF stretching for the upper extremity.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** no

**Comments** no

*Second Reflection set*

**Finding** Cognitive learning is reinforced through practical demonstrations. The student will display increased confidence through the demonstration of PNF strenthening of the upper extremity.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

Other no  
Resource no  
Comments no

PHED 65B PNF: INTRODUCTION TO THE LOWER EXTREMITY

**Finding** Cognitive learning is reinforced through practical demonstrations. The student will display increased confidence through the demonstration of PNF stretching for the lower extremity.

**Content** none  
**Method** none  
**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment.** none  
Other none  
Resource no  
Comments no

*Second Reflection set*

**Finding** Cognitive learning is reinforced through practical demonstrations. The student will display increased confidence through the demonstration of PNF strengthening for the lower extremity.

**Content** none  
**Method** none  
**Assignment** none  
**Evaluation** none  
**Current SLO** none  
**Assessment.** none  
Other none  
Resource no  
Comments no

PHED 66 FIRST AID & CPR/AED

**Finding** With proper instruction and attention to student learning, all student were able to achieve certification. Continued effort must be placed on teaching to different learning styles to ensure broad scope of student learners.

**Content** Continue to update techniques and skills according to research-backed methods provided by the American Red Cross

**Method** Continue to develop a mix of teaching methods, including lecture, video presentation, hands-on skill practice, and class open forum.

**Resource** New videos from American Red Cross. Old videos are not working well.

*Second Reflection set*

**Finding** All students performed well at demonstrating critical life saving skills.

**Method** Work to streamline the redundancy of information provided. I often talk too much in re-enforcing key points and ultimately run long on class time.

**Resource** Update video technology in classroom. Not working well and delays the video portions of class, which are required.

PHED 67A PREVENTION OF ATHLETIC INJURIES

**Finding** The proper application of tape limits ankle inversion. If the tape is applied to tight circulation to the foot will be compromised.

**Content** none  
**Method** none  
**Assignment** none  
**Evaluation** continue with practical exam  
**Current SLO** none

Assessment. none  
 Other none  
 Resource no  
 Comments no

*Second Reflection set*

**Finding** Warm up is essential to elongating contractile tissue. Adding various planes of motion to basic static stretching increases the flexibility of contractile tissue.

Content none  
 Method none  
 Assignment none  
 Evaluation this requirement is also part of the practical exam  
 Current SLO none  
 Assessment. none  
 Other nop  
 Resource no  
 Comments no

PHED 67B EMERGENCY ATHLETIC INJURY CARE

**Finding** Students passing a written and practical examination create confidence in their CPR skills.

Content none  
 Method none  
 Assignment none  
 Evaluation none  
 Current SLO none  
 Assessment. none  
 Other no  
 Resource no  
 Comments no

*Second Reflection set*

**Finding** Students passing a written and practical examination have confidence in their First Aid skills.

Content none  
 Method none  
 Assignment none  
 Evaluation none  
 Current SLO none  
 Assessment. none  
 Other none  
 Resource none  
 Comments no

PHED 67C TREATMENT & REHABILITATION OF ATHLETIC INJURIES

**Finding** Analyzing the biomechanics of an athlete's activity is beneficial to the student's understanding of conditioning. Exercises necessary to the improvement of an athlete's fitness are addressed in a Year Round Conditioning Program.

Content none  
 Method none  
 Assignment none  
 Evaluation none  
 Current SLO none  
 Assessment. none  
 Other none

Resource no

Comments no

*Second Reflection set*

**Finding** Analyzing the phase of healing for an athlete's injury is essential to rehabilitation. Composing a project to rehabilitate an athlete's injury causes the student to utilize all of the instruments of healing and rehabilitation.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other none

Resource no

Comments no

PHED 73                      INTERNSHIP FOR PERSONAL TRAINING  
PHED 601                    SPORTS TECHNIQUES & CONDITIONING

No SLO record.

No SLO record.

14 of 21 Course IDs for *PHIL* in the Business and Social Sciences Division                      2009-2010  
have SLOs Defined.

Course ID	Title	Reflections
PHIL 1	CRITICAL THINKING & WRITING	
	<b>Finding</b> Assessment scores consistently indicate that students have a solid grasp of this material.	
	<b>Content</b> I plan on using the discussion forum in a more active manner, by "rewarding" students who pose good questions/issues that are relevant to this course.	
	<b>Method</b> I want students to start reading newspapers and journals more actively and to cite examples of informal fallacies and ambiguous statements found in these publications.	
	<b>Assignment</b> Short media analysis essays to augment critical writing skills.	
	<b>Evaluation</b> none	
	<b>Current SLO</b> none	
	<b>Assessment.</b> none	
	<b>Other</b> none	
	<b>Resource</b> A textbook that literally can take a student step-by- step through the various elements of critical thinking and writing.	
	<b>Comments</b> no	
	<i>Second Reflection set</i>	
	<b>Finding</b> While this material takes a more concerted effort, I am pleasantly surprised that with practice most do very well. Assessments show that this part of the course is quite challenging because certain rules have to be memorized in order to gain mastery of this subject matter.	
	<b>Content</b> Using a more dynamic and interactive delivery of the material may help overcome the sense of tedium surrounding the memorization of the material in an online context.	
	<b>Method</b> I plan on using the discussion forum in a more active manner, by rewarding students who pose good questions/issues that are relevant to this course.	
	<b>Assignment</b> Identification of fallacies in newspapers and journals.	
	<b>Evaluation</b> none	
	<b>Current SLO</b> none	
	<b>Assessment.</b> none	
	<b>Other</b> none	
	<b>Resource</b> none	
	<b>Comments</b> none	

## PHIL 2 INTRODUCTION TO SOCIAL &amp; POLITICAL PHILOSOPHY

## PHIL 4 INTRODUCTION TO PHILOSOPHY

**Finding** 75% of students completed the multiple choice quiz with no errors. 15% only missed number 6. The rest of the students missed more than half of the questions. This seems to indicate that question 6 may be a bit confusing.

**Content** No change to the content. The instructor as been improving and making changes consistently since 2001.

**Method** While some increased emphasis on the non dualistic process ontology may improve the results here, it is unlikely. There is already a significant amount of time spent on the issue as it is.

**Assignment** A homework question that directly addresses the issue of nonduality of substance in a process ontology like that of Lao Tzu and Chuang Tzu.

**Evaluation** No Change

**Current SLO** No Change

**Assessment.** Perhaps a greater degree of clarity to question 6.

**Other** none

**Resource** none.

**Comments** no

*Second Reflection set*

**Finding** Roughly 70% of students tested were able to explain and evaluate the arguments presented with a moderate to high degree of accuracy. Just over 15% were able to answer the question with a satisfactory degree of accuracy.

**Content** The content of the course will remain the same.

**Method** I believe the current teaching methods are effective.

**Assignment** Homework assignments that require the restructuring of arguments may be useful. This would allow for increased focus on the importance of the supporting logical arguments.

**Evaluation** no change.

**Current SLO** no change

**Assessment.** no change

**Other** N/A

**Resource** none

**Comments** no

## PHIL 7 INTRODUCTION TO SYMBOLIC LOGIC

**Finding** roughly 45% of students tested were able to reliably able to assess validity on a pretest administered after the issue was introduced. This pretest was reviewed and several exercises were executed in order to augment the specifics of the issue. The analysis of the issue on the exam showed that the percentage of students who were reliably able to recognize validity had increased to just over 85%. The remaining 15% were students who did not consistently attend class or complete assignments on time for feedback.

**Content** While satisfied with these results, in the future student learning could be improved by increasing the amount of online based study materials to reinforce the concept of validity.

**Method** In the past, I used more group work exercises. I think that such assignments may have more success with students who are reluctant to do work at home. Success in such a context may have positive effects on motivating the less motivated student.

**Assignment** again, i am happy with the assignments with the addition procedures.

**Evaluation** see above

**Current SLO** No Change, the current SLO addresses a fundamental concept.

**Assessment.** expanded pretest to be posted online.

**Other** None

**Resource** I am currently working with the publisher (Cengage) to augment the online study materials and also improvements to the online pretest.

*Second Reflection set*

**Finding** While the easier translations were no problem for the vast majority of students, when things began to get more complicated, the percentage of successful translations steadily declined. The most difficult translations were only completed successfully by 3 students. The majority of mistakes were due to mistaken assessments as to the limits of logical operators and confusion between necessary and sufficient conditions.

**Content** Content will remain the same, but with increased emphasis on translation. Less time could be spent on other issues in order to make time.

**Method** More time could be spent showing students how attention to punctuation can make logical operational limits more clear. More time should also be dedicated to making the necessary/sufficient condition issue more clear.

**Assignment** More group assignments allowing students to collaborate on syntactic analysis.

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** n/a

**Resource** Again, there are some online study programs under development that should be useful for this.

**Comments** no

#### PHIL 8 ETHICS

**Finding** 90% of the students tested were able to explain these concepts with a high to moderate degree of accuracy. This is considerably better than the previous quarter where only 60% were able to accurately explain these concepts. This is due to increased emphasis on class discussion of the concepts in question with steady reinforcement. This is important due to the relative importance of these concepts in the later part of the course.

**Content** No change will be made.

**Method** Continuation of the increased discussion around these topics.

**Assignment** continuation of the current homework assignments

**Evaluation** No Change

**Current SLO** no Change

**Assessment.** no change

**Other** none

**Resource** none

**Comments** no

#### *Second Reflection set*

**Finding** While the vast majority of students make satisfactory or better analysis of applied ethical theory. The logical analysis continues to be a struggle for students.

**Content** The inclusion of a very short introduction to logical problems that are likely to arise in the section under discussion. Currently these logical issues are discussed in the context of the articles under consideration. Upon review, it may be more effective to teach simplified examples of certain logical problems, in particular, Fallacies of presumption need to be emphasized.

**Method** The supplemental logic primer could be in the form of collaborative learning exercises. This could even take the form of a game to off-set the drudgery of analyzing abstracted logical concepts.

**Assignment** See above

**Evaluation** no Change

**Current SLO** no Change

**Assessment.** no Change

**Other** none.

**Resource** none

**Comments** none

#### PHIL 11 INTRODUCTION TO THE PHILOSOPHY OF ART PHIL 20A HISTORY OF WESTERN PHILOSOPHY FROM SOCRATES THROUGH ST. THOMAS



PHIL 20B	HISTORY OF WESTERN PHILOSOPHY FROM THE RENAISSANCE THROUGH KANT	
PHIL 20C	CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT	
PHIL 22	INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING	
PHIL 22S	INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING	
PHIL 22T	INTRODUCTION TO WORLD RELIGIONS: THE SEARCH FOR SPIRITUAL MEANING	No SLO record.
PHIL 24	COMPARATIVE WORLD RELIGIONS: EAST	
PHIL 25	COMPARATIVE WORLD RELIGIONS: WEST	
<p><b>Finding</b> Students would be able to identify key figures with more ease when I put a brief outline at the beginnings of my lectures of the major figures and themes to be covered each session.</p> <p><b>Content</b> Inclusion of brief outline at the beginning of lectures</p> <p><b>Method</b> More time for the students to interact with the instructor to ask questions and clarify issues. on scheduled chat room times for students to come together and chat with me and with one another.</p> <p><b>Assignment</b> none</p> <p><b>Evaluation</b> none</p> <p><b>Current SLO</b> none</p> <p><b>Assessment.</b> none</p> <p><b>Other</b> none</p> <p><b>Resource</b> none</p> <p><b>Comments</b> none</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> Some students had difficulty with this aspect of the course. As mentioned in the reflection for SLO #2 more interaction would serve to alleviate this problem in online courses such as this.</p> <p><b>Content</b> I will be instituting from now on scheduled chat room times for students to come together and chat with me and with one another. I gave this a trial in May and invited a guest scholar and I received a lot of good feedback and many more students showed up than expected. This served as confirmation that this was a real need.</p> <p><b>Method</b> A clarification of key concepts before the lecture might help understand the issues as they come up in lecture.</p> <p><b>Assignment</b> Some clarification to the instructions for the assignments would be effective.</p> <p><b>Evaluation</b> none</p> <p><b>Current SLO</b> none</p> <p><b>Assessment.</b> none</p> <p><b>Other</b> none</p> <p><b>Resource</b> none</p> <p><b>Comments</b> none</p>		
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	
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.

49 of 40 Course IDs for *PHOT* in the Fine Arts and Communication Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
PHOT 1	BLACK & WHITE PHOTOGRAPHY I	
PHOT 2	BLACK & WHITE PHOTOGRAPHY II	
	<p><b>Finding</b> 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.</p> <p><b>Content</b> No Change.</p> <p><b>Method</b> No Change. Very effective assignment.</p> <p><b>Assignment</b> 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.</p> <p><b>Evaluation</b> Evaluation on short reflection paper and discussion.</p> <p><b>Current SLO</b> no change.</p> <p><b>Assessment.</b> No change</p> <p><b>Other</b> No change</p> <p><b>Resource</b> none</p> <p><b>Comments</b> no</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> No Change.</p> <p><b>Method</b> No Change.</p> <p><b>Assignment</b> No Change.</p> <p><b>Evaluation</b> No Change.</p> <p><b>Current SLO</b> No Change.</p> <p><b>Assessment.</b> No Change.</p> <p><b>Other</b> Noen.</p> <p><b>Resource</b> None.</p> <p><b>Comments</b> No.</p>	
PHOT 5	INTRODUCTION TO PHOTOGRAPHY	
	<p><b>Finding</b> 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.</p> <p><b>Content</b> 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.</p> <p><b>Method</b> No change.</p> <p><b>Assignment</b> No change.</p> <p><b>Evaluation</b> No change.</p> <p><b>Current SLO</b> No change.</p> <p><b>Assessment.</b> No change.</p> <p><b>Other</b> No change.</p> <p><b>Resource</b> None.</p> <p><b>Comments</b> None.</p> <p><i>Second Reflection set</i></p>	

**Finding** In the different sections of this class, one instructor has the students do a paper on a gallery visit and one on a photographer. Most students in both assignments make the connection between their creation of photographs and the subject(s) of their paper. By sharing the papers, students are exposed to information on photography with diverse approaches and from a variety of cultures and backgrounds. While the nature of the gallery visit paper does not encourage or allow plagiarism, the paper on a photographer does have this possibility. A small percentage of students were caught and reprimanded for this.

**Content** The course as taught by different faculty, exposes the students to the core techniques and concepts about photography and weave the contributions of the outstanding practitioners of our field into the base content. This is a strength of our introductory classes. We will make no changes in this area.

**Method** No changes.

**Assignment** No changes. The sections with the paper on a photographer have already added additional information and warnings about plagiarism into the curriculum. This will be reinforced in coming quarters and has resulted in improved compliance.

**Evaluation** We used different rubrics in this quarter. I am posting both rubrics to that area. We will discuss proceeding with these rubrics and/or blending them in the next school year.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** None needed.

**Comments** None.

#### PHOT 8 PHOTOGRAPHY OF MULTICULTURAL AMERICA

**Finding** Overall, students were able to identify the photographic process, describe the visual elements, and interpret the meaning of a photograph. When things are cut and dry like identifying the process and describing the visual elements (based on a list of terms provided in a handout), students were very successful, but when it came to interpreting the photograph (which requires critical thinking skills), they struggled.

**Content** Given the results of this assessment, I plan on spending more time in class on the section of interpreting photographs. I would also like to integrate exercises to build on critical thinking skills.

**Method** This SLO is taught using various methods to address visual, auditory and tactile learners, so I don't think I will make any changes to the teaching methods at this time. Students read about image interpretation from a handout I provide, listen to me as I interpret an image, and then they write their interpretation of a photo and then recite in front of the class.

**Assignment** I currently provide exemplary assignment submissions for students to refer to, but I will consider providing more examples.

**Evaluation** Essay still seems to be the most appropriate method of evaluation. No changes planned.

**Current SLO** Current SLO still seems appropriate. No changes planned.

**Assessment.** The assessment for the SLO still seems appropriate. No changes planned.

**Other** None

**Resource** There is a great media resource that is appropriate for this SLO which is a DVD set. Unfortunately the DVDs aren't close captioned and therefore the library couldn't purchase them. I recently ordered the set with my personal funds, and plan to integrate this resource into the course.

**Comments** No

#### *Second Reflection set*

**Finding** This has been difficult for students because the assessment method isn't a multiple choice exam where they only need to know enough to identify the correct answer. Both synthesis of course material and relating the course themes to a broader context has proven to be challenging for the students because it forces them to think in ways in which they are not used to. I integrated this assignment into the class over a year ago, and from my perspective, it is one of my big successes. Instead of just regurgitating information back on an exam, they get a chance to think about how the course content relates to their life and the world. Students have become more invested in the course content once they

realized the connections to their lives. They comment on how difficult it is to do this essay but they make it through, and the results have been extraordinary. From their submissions I can get a clearer sense if they fully comprehend the material in a broader context. They demonstrate an understanding of how images impact us in society and include very personal examples of how images have impacted how they see themselves and others. In their essays, students often refer to an exercise in class that enabled them to see themselves as another race, and how it got them thinking about how others might treat them differently based on how they were depicted in the photograph.

**Content** No changes to course content.

**Method** No changes to teaching methods.

**Assignment** Currently I do not provide an example of a previous student submission as a guide, but I am considering doing this.

**Evaluation** Essay still seems the most appropriate method of evaluation. No changes planned.

**Current SLO** No change to the current SLO planned.

**Assessment.** No change to assessment for the SLO planned.

**Other** None.

**Resource** No resources needed.

**Comments** No.

#### PHOT 8H HONORS PHOTOGRAPHY OF MULTICULTURAL AMERICA

**Finding** The Honors students had more developed critical thinking skills, so they didn't struggle as much as the non-Honors students with interpreting the meaning of a photograph. They successfully identified the photographic process, and described the visual elements.

**Content** No changes in course content planned.

**Method** Planning to incorporate more group work activities.

**Assignment** Assignments still seem appropriate. No changes planned.

**Evaluation** Course Evaluation procedures still seem appropriate. No changes planned.

**Current SLO** The current SLO still seems appropriate. No changes planned.

**Assessment.** The Assessment for the SLO still seems appropriate. No changes planned.

**Other** NA

**Resource** NA

**Comments** NA

#### *Second Reflection set*

**Finding** This worked out very well. Students got more from the course material once they could relate it to themselves and to the world.

**Content** No changes for course content planned at this time.

**Method** No changes for teaching methods planned at this time.

**Assignment** I am considering introducing one or more mini assignments in preparation for the larger essay.

**Evaluation** No changes for course evaluation procedure planned at this time.

**Current SLO** Current SLO still seems appropriate. No changes planned at this time.

**Assessment.** Current Assessment for the SLO still seems appropriate. No changes planned at this time.

**Other** NA

**Resource** NA

**Comments** NA

#### PHOT 10 HISTORY OF PHOTOGRAPHY

**Finding** Most students grew from their introductory discussion posting and were quite reflective about themselves and photography by their final posting. While the degree of growth was dependent on the student's dedication to the class and time on task, it was in general a very successful process.

**Content** The content of the course will not be changed.

**Method** The combination of reading, online slideshows (shown in the live class or accessed by student online), discussions, short portfolio entries and a longer essay as well as exams seems to touch on many modes of learning and give students options to direct their own learning. I would consider next time if the workload should be lowered in interest of more depth. This might be helpful to the less prepared student.

**Assignment** The longer and shorter writings as well as the directed discussions seem to work for prepared students. Again I might consider the workload in the future.

**Evaluation** No change

**Current SLO** No change

**Assessment.** No change

**Other** My work was done in an online and hybrid section; this could be translated to a fully on-campus section by use of index cards at the beginning and end of class asking the same questions.

**Resource** No.

**Comments** No.

### *Second Reflection set*

**Finding** Students were given a worksheet to help them formulate their paper and encourage them to move from the facts of a photographer's life to an analysis of the effect of this life and interpretation of the information they had researched. About two thirds of the students could do this effectively. One third did not make the leap to a deeper interpretation.

**Content** No change.

**Method** b. I would consider next time having them submit the worksheet and address more vigorously the idea of interpretation and context.

**Assignment** I would have the paper due earlier in quarter to allow for re-writes.

**Evaluation** I would publish my rubric before they wrote their paper rather than giving it to them after. I would also expand my rubric.

**Current SLO** No change.

**Assessment.** No change.

**Other** I would consider lessening the work in the discussion area and the smaller portfolio entries to allow more concentration on this project.

**Resource** No resources needed

**Comments** Not at this time.

## PHOT 10H HONORS HISTORY OF PHOTOGRAPHY

**Finding** Most students grew from their introductory discussion posting and were quite reflective about themselves and photography by their final posting. While the degree of growth was dependent on the student's dedication to the class and time on task, it was in general a very successful process.

**Content** The content of the course will not be changed.

**Method** The combination of reading, online slideshows (shown in the live class or accessed by student online), discussions, short portfolio entries and a longer essay as well as exams seems to touch on many modes of learning and give students options to direct their own learning. I would consider next time if the workload should be lowered in interest of more depth. This might be helpful to the less prepared student.

**Assignment** The longer and shorter writings as well as the directed discussions seem to work for prepared students. Again I might consider the workload in the future.

**Evaluation** No change

**Current SLO** No change

**Assessment.** No change

**Other** My work was done in an online and hybrid section; this could be translated to a fully on-campus section by use of index cards at the beginning and end of class asking the same questions.

**Resource** No.

**Comments** n/a

### *Second Reflection set*

**Finding** Students were given a worksheet to help them formulate their paper and encourage them to move from the facts of a photographer's life to an analysis of the effect of this life and interpretation of the information they had researched. About two thirds of the students could do this effectively. One third did not make the leap to a deeper interpretation.

**Content** No change at this time.

**Method** I would consider next time having them submit the worksheet and address more vigorously the idea of interpretation and context.

**Assignment** I would have the paper due earlier in quarter to allow for re-writes.

**Evaluation** I would publish my rubric before they wrote their paper rather than giving it to them after. I would also expand my rubric.

**Current SLO** No change.

**Assessment.** No change.

**Other** I would consider lessening the work in the discussion area and the smaller portfolio entries to allow more concentration on this project.

**Resource** No resources needed

**Comments** none.

#### PHOT 11 CONTEMPORARY ISSUES IN PHOTOGRAPHY

**Finding** Students were very successful in meeting this student learning outcome. Midterm average was 93% and final exam average was 95%.

**Content** I am pleased with the success rate for this learning outcome and do not plan on changing the course content, except for the normal updates required since the class is "Contemporary" issues in Photography.

**Method** No changes to teaching methods planned at this time.

**Assignment** No changes to assignments planned at this time. Current assignment engage the student deeply in the studied artists style and the important issues that surround their work.

**Evaluation** No changes to course evaluation procedures planned at this time.

**Current SLO** Current SLO seems appropriate. No changes planned at this time.

**Assessment.** Current assessment seems appropriate. No changes planned at this time.

**Other** NA

**Resource** There are so many multimedia resources available that would make this course even richer. Need more funds for the purchase of dvds.

**Comments** NA

#### *Second Reflection set*

**Finding** I was surprised that students enjoyed this as much as they expressed in their course evaluations. Students enjoyed learning that it can be, and many times is, much more than just a pretty picture hanging on the gallery/museum wall. The assignment gave the student a venue to discuss, debate, and interact with each other and the course content is a very multi-dimensional way. As an instructor, this was very rewarding to see students get so "into it."

**Content** Might try to cut back on some of the artists presented in the class to make more time for discussion.

**Method** No changes planned for teaching methods.

**Assignment** No changes planned for assignments.

**Evaluation** Course evaluation procedure seems appropriate and is working well. No changes planned.

**Current SLO** Current SLO seems appropriate. No changes planned.

**Assessment.** The Assessment for the SLO seems appropriate and is working well. No changes planned.

**Other** NA

**Resource** NA

**Comments** NA

#### PHOT 11H HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY PHOT 13 EXPERIMENTAL PHOTOGRAPHY

**Finding** Students were able to find the data they needed to answer the questions and did implement the lessons from the reading. They were more aware of the proper chemical handling and they applied their knowledge during lab sessions. The reading was given the first week of class. This test was given as a midterm. It was clear that students did not read the material until just before the test.

**Content** I required this test to be completed before our first lab session. This did make a difference in understanding and safety.

**Method** I will review the test in class to strengthen the learning.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** No change.

**Resource** None needed.

**Comments** None.

### *Second Reflection set*

**Finding** Students were learning so many new processes in this class and a majority of their portfolios were evidence of this learning, but some students did not display deeper engagement in the techniques and ideas and the connection between these. About one third did excellent projects; another third showed good exploration and some understanding of the goals of a portfolio; the remaining third showed competence with the processes without expanding into meaning and richer communications.

**Content** I will reconsider the number of processes I teach next time and push the new processes to the beginning of the class and leave more weeks to focus on refining the final portfolio project.

**Method** I will build a portfolio discussion into the middle of the class.

**Assignment** I will consider fewer assignments next time.

**Evaluation** no change

**Current SLO** no change

**Assessment.** no change

**Other** no change

**Resource** none

**Comments** none.

PHOT 50            BLACK & WHITE PHOTOGRAPHY III  
PHOT 51            ZONE SYSTEM PHOTOGRAPHY  
PHOT 55            SPECIAL PROJECTS IN PHOTOGRAPHY

**Finding** Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** No change.

**Resource** None.

**Comments** 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, from my feedback and the energy of the community, created portfolios that for approximately 80% of the students exceeded what they had produced up to that time. All made portfolios of sufficient quality to proceed to the next class in the series. All seemed clear that their goals must be supported by the portfolio that they created and recognized the additional skills they need to move forward in their photographic career. The challenge of helping students who are on a more business career path and fine art career path was more pronounced this year.  
**Content** I would make no fundamental changes. I would work to clarify more how the process that I have developed in this class can be helpful to all photographers and how it has helped students in the past.  
**Method** No change.  
**Assignment** No Change.  
**Evaluation** No Change.  
**Current SLO** No Change.  
**Assessment.** No Change.  
**Other** No Change.  
**Resource** None needed.

#### *Second Reflection set*

**Finding** Sometimes a teacher must be clear what is in their control and what is not. This year, the Photographic Portfolio Development class had many unique and conflicting personalities. Building community takes efforts on all parts. Some students were not clear on their role in being part of the community and having empathy for others creative and academic struggles. This being said, in smaller subsets of the group, support and sharing did occur. Students helped each other – even if they didn't all like each other. The discussions and handouts did help what was a challenging process.  
**Content** I would add more discussions on the importance and qualities of community earlier in the quarter.  
**Method** I tend to like to create opportunities for discovery in my classroom; I think this issue may need more direct methods.  
**Assignment** No change.  
**Evaluation** No change.  
**Current SLO** No change.  
**Assessment.** No change.  
**Other** No change.  
**Resource** None needed.

#### PHOT 57B PROFESSIONAL PRACTICES IN PHOTOGRAPHY

**Finding** As always the experience of being in an exhibition and organizing it with their fellow students is one of the amazing parts of this class. The students were very good at participating and were thoughtful in writing about the opportunities for improvement. Perhaps many of their observations were more what others should have done to make things better rather than taking full responsibility for how the process worked but they did observe and have good ideas.  
**Content** No changes.  
**Method** No changes.  
**Assignment** I might re-write the assignment sheet to specifically ask what they could do to improve the experience rather than just what could be improved.

Evaluation No changes.  
 Current SLO No changes.  
 Assessment. No changes.  
 Other No changes.  
 Resource None.

*Second Reflection set*

**Finding** Students did a very good job at developing materials to support their goals and were very clear by the end of six months how to develop their support materials for their future careers. They shared this material and reflected on the material for their final notebook.

**Content** No change.  
**Method** No change.  
**Assignment** No change.  
**Evaluation** No change.  
**Current SLO** No change.  
**Assessment.** No change.  
**Other** No change.  
**Resource** None.

PHOT 63 PHOTOJOURNALISM  
 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  
 PHOT 74 STUDIO PHOTOGRAPHY TECHNIQUES  
 PHOT 78A LANDSCAPE FIELD STUDY IN PHOTOGRAPHY  
 PHOT 78B SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY

**Finding** The students were given an initial independent assignment based on class demonstrations and lecture regarding a defined formula for creating a five image documentary photo-essay. The students completed the essay on their own and then we assessed their first project together as a class. The first assignment prepared the students well to embark upon on our larger class project and resulted in an overall successful final project for 90%-95% of the students. The assignments served to be effective in learning the defined skill. However, this was a tremendous amount of student involvement for a 1 unit course. In the future I will work towards condensing the assignments and still achieving the same overall successful results.

Content None.  
 Method None.

Assignment Blending of assignments to adjust quantity of work for 1 unit yet keep success rate high.  
 Evaluation Less assignments.  
 Current SLO None.  
 Assessment. None.  
 Other None.  
 Resource No.  
 Comments No.

#### *Second Reflection set*

**Finding** Students are eager to have role models and see samples of work to expand their own skills. By choosing examples from diverse cultures, the faculty can guide the student experience.

Content None.  
 Method None.

Assignment None.  
 Evaluation None.  
 Current SLO None.  
 Assessment. None.  
 Other None.  
 Resource no.  
 Comments no.

PHOT 78C DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY

**Finding** The students were given an initial independent assignment based on class demonstrations and lecture regarding a defined formula for creating a five image documentary photo-essay. The students completed the essay on their own and then we assessed their first project together as a class. The first assignment prepared the students well to embark upon on our larger class project and resulted in an overall successful final project for 90%-95% of the students. The assignments served to be effective in learning the defined skill. However, this was a tremendous amount of student involvement for a 1 unit course. In the future I will work towards condensing the assignments and still achieving the same overall successful results.

Content None.

Method None.

Assignment Blending of assignments to adjust quantity of work for 1 unit yet keep success rate high.

Evaluation Less assignments.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

#### *Second Reflection set*

**Finding** Students are eager to have role models and see samples of work to expand their own skills. By choosing examples from diverse cultures, the faculty can guide the student experience.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

#### PHOT 78D MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY

**Finding** The outcome of the Museum/Gallery Field Study was rich for students across the department - those that participated and those that gained from hearing and seeing the effects of the trip. This was a very effective SLO.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource No.

Comments No.

#### *Second Reflection set*

**Finding** Students grew from their discussion and experience of photographic works by photographers from diverse cultures and backgrounds. They used this experience in the final discussions and in classes throughout the year.

Content None.

Method None.

Assignment None.

Evaluation None.

Current SLO None.

Assessment. None.

Other None.

Resource no.

Comments no.

#### PHOT 78E TECHNIQUES FIELD STUDY IN PHOTOGRAPHY

#### PHOT 150X PHOTOGRAPHY PRODUCTION LABORATORY

#### PHOT 180 PHOTOGRAPHIC PRACTICES

#### PHOT 190 DIRECTED STUDY

**Finding** Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** None.

**Resource** None.

**Comments** No.

#### *Second Reflection set*

**Finding** Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** None.

**Resource** None.

**Comments** No.

#### PHOT 190X DIRECTED STUDY

**Finding** Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** None.

**Resource** None.

**Comments** no.

#### *Second Reflection set*

**Finding** Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** None.

**Resource** None.

**Comments** No.

#### PHOT 190Y DIRECTED STUDY

**Finding** Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

**Content** No Change.

**Method** No Change.

**Assignment** No Change.

**Evaluation** No Change.

**Current SLO** No Change.

**Assessment.** No Change.

**Other** None.

**Resource** None.

**Comments** No.

#### *Second Reflection set*

**Finding** Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

**Content** No Change.

**Method** No Change.

**Assignment** No Change.

**Evaluation** No Change.

**Current SLO** No Change.

**Assessment.** No Change.

**Other** None.

**Resource** None.

**Comments** No.

#### PHOT 190Z DIRECTED STUDY

**Finding** Students grow as a result of this guided, yet independent work. They must identify tasks and complete them. While most appropriate to students near the end of their studies at Foothill, this class can serve many students with the maturity to plan and follow through.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** None.

**Resource** None.

**Comments** No.

#### *Second Reflection set*

**Finding** Students need a schedule even when working independently. We used email and some group meetings to enhance the experience this quarter. This seemed to help many of the students focus their project and succeed.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** None.

**Resource** None

**Comments** No



17 of 17 Course IDs for *PHT* in the Biological and Health Sciences Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
PHT 50	ORIENTATION TO PHARMACY TECHNOLOGY	
	<b>Finding</b> The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.	
	<b>Content</b> none	
	<b>Method</b> none	
	<b>Assignment</b> Additional online research of pharmacy technician registration process timeline and requirements.	
	<b>Evaluation</b> none	
	<b>Current SLO</b> none	
	<b>Assessment.</b> none	
	<b>Other</b> Expand discussion of available professional resources and advantages.	
	<b>Resource</b> none	
	<b>Comments</b> none	
	<i>Second Reflection set</i>	
	<b>Finding</b> The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.	
	<b>Content</b> none	
	<b>Method</b> none	
	<b>Assignment</b> 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.	
	<b>Evaluation</b> none	
	<b>Current SLO</b> none	
	<b>Assessment.</b> none	
	<b>Other</b> none	
	<b>Resource</b> none	
	<b>Comments</b> none	
PHT 51	BASIC PHARMACEUTICS	
	<b>Finding</b> The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation standards for the profession. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.	
	<b>Content</b> none	
	<b>Method</b> none	
	<b>Assignment</b> none	
	<b>Evaluation</b> none	
	<b>Current SLO</b> none	
	<b>Assessment.</b> none	
	<b>Other</b> none	
	<b>Resource</b> none	
	<b>Comments</b> none	

*Second Reflection set*

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

## PHT 52A INPATIENT DISPENSING

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements for the profession. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** update purchasing procedures

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

*Second Reflection set*

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** utilize additional visual aids

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** additional visual aids

**Comments** none

## PHT 52B ASEPTIC TECHNIQUE &amp; IV PREPARATION

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** Add final product sterility testing using currently accepted microbial growth tests.

**Method** Require additional sinks, and move additional LFH in lab area to expedite testing.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** Require additional sinks, and move additional LFH in lab area to expedite testing.

**Comments** none

### *Second Reflection set*

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** Require additional sinks, and move additional LFH in lab area to expedite testing.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** Require additional sinks, and move additional LFH in lab area to expedite testing.

**Comments** none

## PHT 53 AMBULATORY PHARMACY PRACTICE

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** some changes in time devoted to learning and utilizing new computer software for scanning prescriptions, labeling and dispensing .

**Method** new computer software Opus 11 will be used to upgrade the program for simulating prescription, third party and inventory processing.

**Assignment** update assignments

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** update computer software

**Comments** none

### *Second Reflection set*

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. These assessments meet accreditation requirements. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** none

**Assignment** update inventory assignments and procedures

**Evaluation** none

Current SLO none  
Assessment. none  
Other none  
Resource none  
Comments none

PHT 54A DOSAGE CALCULATIONS A

**Finding** The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam and the subsequent PHT 54B course.. Students have been 100% successful on the first attempt on the national certification exam.

Content none  
Method none  
Assignment none  
Evaluation none  
Current SLO none  
Assessment. none  
Other none  
Resource none  
Comments none

*Second Reflection set*

**Finding** The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam and the subsequent PHT 54B course.. Students have been 100% successful on the first attempt on the national certification exam.

Content none  
Method none  
Assignment none  
Evaluation none  
Current SLO none  
Assessment. none  
Other none  
Resource none  
Comments none

PHT 54B DOSAGE CALCULATIONS B

**Finding** The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content none  
Method none  
Assignment none  
Evaluation none  
Current SLO none  
Assessment. none  
Other none  
Resource none  
Comments none

*Second Reflection set*

**Finding** The written assignments, midterms and comprehensive final exam indicate student comprehension of the subject matter. Written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

PHT 55A PHARMACOLOGY A

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** Content meets and exceeds standards

**Method** visual aids updated and being used.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** visual aids-models of systems-DVD's

**Comments** none

*Second Reflection set*

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** visual aids updated and being used.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** visual aids-DVD's

**Comments** none

PHT 55B PHARMACOLOGY B

**Finding** The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** visual aids updated and being used.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

Other none  
Resource none  
Comments none

*Second Reflection set*

**Finding** The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** visual aids updated and being used.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

PHT 56A DISPENSING & COMPOUNDING A

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** Additional computer prescription processing practice in labs.

**Method** Additional balances were purchased which made labs easier but separate lab facilities, balances, sinks, lab tables and equipment are still a must. Opus II was purchased to add additional Rx processing practice.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** Resources Needed : Additional sink areas, soap dispensers and towel dispensers. A separate lab with appropriate tables, outlets, counter space, locked cabinets and equipment.

**Comments** none

*Second Reflection set*

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** Additional balances were purchased which made labs easier but separate lab facilities, balances, sinks, lab tables and equipment are still a must. Opus II was purchased to add additional Rx processing practice.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** Resources Needed : Additional sink areas, soap dispensers and towel dispensers. A separate lab with appropriate tables, outlets, counter space, locked cabinets and equipment.

Comments none

PHT 56B DISPENSING & COMPOUNDING B

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** Incorporate additional review for Pharmacy Technician Exam.

**Method** Require separate lab facilities, balances, sinks, lab tables and equipment. Additional balances were purchased which made labs easier but separate lab facilities, balances, sinks, lab tables and equipment are still a must. Opus II was purchased to add additional Rx processing practice.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** Resources Needed : Additional sink areas, soap dispensers and towel dispensers. A separate lab with appropriate tables, outlets, counter space, locked cabinets and equipment.

Comments none

*Second Reflection set*

**Finding** The written quizzes, midterms and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written assignments reinforce lecture material and demonstrates an understanding of required compounding skills. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam..

**Content** none

**Method** Additional balances were purchased which made labs easier but separate lab facilities, balances, sinks, lab tables and equipment are still a must. Opus II was purchased to add additional Rx processing practice.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** Resources Needed : Additional sink areas, soap dispensers and towel dispensers. A separate lab facility with appropriate tables, outlets, counter space, locked cabinets and equipment.

PHT 60A RETAIL CLINICAL I

**Finding** Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** none

**Assignment** Expand student self-assessment/portfolios

**Evaluation** Expand student self-assessment/portfolios

**Current SLO** none

**Assessment.** none

**Other** none



Resource additional clinical sites

Comments none

*Second Reflection set*

**Finding** Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.

Content none

Method none

Assignment Expand student self-assessment/portfolios

Evaluation Expand student self-assessment/portfolios

Current SLO none

Assessment. none

Other none

Resource additional clinical sites

Comments none

PHT 60B RETAIL CLINICAL II

**Finding** Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.  
Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content none

Method none

Assignment Expand student self-assessment/portfolios

Evaluation Expand student self-assessment/portfolios

Current SLO none

Assessment. none

Other none

Resource additional clinical sites

Comments none

*Second Reflection set*

**Finding** Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.  
Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content none

Method none

Assignment Expand student self-assessment/portfolios

Evaluation Expand student self-assessment/portfolios

Current SLO none

Assessment. none

Other none

Resource additional clinical sites

Comments none

PHT 61 HOME HEALTHCARE SUPPLIES

**Finding** The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written laboratory assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** none

**Assignment** assess and updated yearly.

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** none

#### *Second Reflection set*

**Finding** The written quizzes, midterm and comprehensive final exam indicate student comprehension of the subject matter. Completion of assigned laboratory practicals and written laboratory assignments reinforce lecture material. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** Additional glucometers and blood pressure cuffs acquired and positively effecting the lab flow.

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Comments** none

#### PHT 62A HOSPITAL CLINICAL I

**Finding** Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

**Content** none

**Method** none

**Assignment** Expanded use of student self-assessment/portfolios

**Evaluation** Students using self-evaluations and evaluations of sites.  
Expanded use of student portfolios

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** additional clinical sites

#### *Second Reflection set*

**Finding** Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program. Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.

Content none  
 Method none  
 Assignment Expanded use of student self-assessment/portfolios.  
 Evaluation Expanded use of student self-assessment.  
 Work on portfolios for future use.  
 Current SLO none  
 Assessment. none  
 Other none  
 Resource Additional clinical sites  
 Comments none

PHT 62B HOSPITAL CLINICAL II

Finding Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.  
 Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.  
 Content none  
 Method none  
 Assignment Expanded student self-assessment/portfolios  
 Evaluation Expanded student self-assessment. Work on student portfolios.  
 Current SLO none  
 Assessment. none  
 Other none  
 Resource additional clinical sites  
 Comments none

*Second Reflection set*

Finding Preceptor and self evaluation of clinical proficiency specify level of competency and experience. Mastery of skills and documentation of assigned practical clinical experience meet standards of American Society of Health System Pharmacists, the accrediting agency for this program.  
 Comprehension of this material is also required for success on the national certification exam. Students have been 100% successful on the first attempt on the national certification exam.  
 Content none  
 Method none  
 Assignment Expanded student self-assessment/portfolios  
 Evaluation Expanded student self-assessment/portfolios  
 Current SLO none  
 Assessment. none  
 Other none  
 Resource additional clinical sites  
 Comments none

PHT 200L PHARMACY TECHNICIANS AS A CAREER

Finding The current state requirements change from year to year and are constantly being reviewed and modified.  
 Content none  
 Method none  
 Assignment Involve students do more of the fact finding and research before discussion. Add HIPAA discussion to re-enforce confidentiality concept.  
 Evaluation Add quiz on facts discussed.  
 Current SLO none  
 Assessment. none

Other none  
Resource none  
Comments no

### *Second Reflection set*

**Finding** The current state requirements change from year to year and are constantly being reviewed and modified.

**Content** none

**Method** none

**Assignment** Assignments involve student research to supplement class presentation.  
Oral discussion of student fact finding, adds to understanding of the occupation.

**Evaluation** Paper and oral presentation lead to better understanding of the occupation.

**Current SLO** none

**Assessment.** Add quiz on facts discussed.

**Other** none

**Resource** none

**Comments** none

14 of 19 Course IDs for *PHYS* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
PHYS 2A	GENERAL PHYSICS	
PHYS 2B	GENERAL PHYSICS	
PHYS 2C	GENERAL PHYSICS	
PHYS 4A	GENERAL PHYSICS (CALCULUS)	
<b>Finding</b> 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.		
<b>Content</b> Course content is rigid due to articulation.		
<b>Method</b> Within the constraint of class size, the department will focus more on peer-instruction methods over lecture. (This goal was expressed both in Spring 2009 and Winter 2010)		
<b>Assignment</b> 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.)		
<b>Evaluation</b> Professors may allow students to "opt out" of graded homework.		
<b>Current SLO</b> The current SLO is a composite of several concepts, and they should be tested individually.		
<b>Assessment.</b> We plan to change from the Force Concept Inventory to the Mechanics Baseline Test (source), which covers a broader range of topics and will allow for closer inspection.		

This was in place for the Winter 2010 evaluation cycle.

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.

Comments None

*Second Reflection set*

Finding This SLO will be evaluated at the end of Spring 2009

Content This SLO will be evaluated at the end of Spring 2009

Method This SLO will be evaluated at the end of Spring 2009

Assignment This SLO will be evaluated at the end of Spring 2009

Evaluation This SLO will be evaluated at the end of Spring 2009

Current SLO This SLO will be evaluated at the end of Spring 2009

Assessment. This SLO will be evaluated at the end of Spring 2009

Other This SLO will be evaluated at the end of Spring 2009

Resource This SLO will be evaluated at the end of Spring 2009

Comments This SLO will be evaluated at the end of Spring 2009

PHYS 4B GENERAL PHYSICS (CALCULUS)

Finding We used the standardized test (CSEM). Frank had a sample size of 19, and realized a Hake gain of 0.52, while David saw a Hake gain of 0.31 for a sample size of 9. The national average Hake gain for this standardized test is 0.23. While both Frank and David saw above average (and in Frank's case excellent) results, both saw high attrition in their classes.

Content Frank commented that he was surprised by the results, given how the students did on the more computational parts of the course. David recognized that he didn't spend as much time on the conceptual side as he would like. More class time to cover all aspects of the course would have been beneficial.

Method Both courses used peer interaction methodology. Frank and David were pleased with this, however, with so much problem-solving going on in class, some students neglected the homework.

Assignment Some students were neglecting the homework. In David's class this had an obvious effect upon the grade distribution. Homework should possibly be weighted more in the final grade. However, as the answers to the homework are easy to obtain online, we shouldn't go too far in this direction.

Evaluation See assignments. Also, if the lab becomes a deeper learning experience, we'll want to also weight that accordingly

Current SLO Fine.

Assessment. Fine.

Other None.

Resource The attrition rate for these classes was high, even though the gains for the students who survived was good. This implies that we are seeing some survival-of-the-fittest. We'd like to slow down this course, and stretch 4A and 4B over 3 quarters. We'll probably need some release time to re-cast our courses.

Comments No.

*Second Reflection set*

Finding We used the standardized test (CSEM). Frank had a sample size of 19, and realized a Hake gain of 0.52, while David saw a Hake gain of 0.31 for a sample size of 9. The national average Hake gain for this standardized test is 0.23. While both Frank and David saw above average (and in Frank's case excellent) results, both saw high attrition in their classes.

Content Frank commented that he was surprised by the results, given how the students did on the more computational parts of the course. David recognized that he didn't spend as much time on the conceptual side as he would like. More class time to cover all aspects of the course would have been beneficial.

**Method** Both courses used peer interaction methodology. Frank and David were pleased with this, however, with so much problem-solving going on in class, some students neglected the homework.

**Assignment** Some students were neglecting the homework. In David's class this had an obvious effect upon the grade distribution. Homework should possibly be weighted more in the final grade. However, as the answers to the homework are easy to obtain online, we shouldn't go too far in this direction.

**Evaluation** See assignments. Also, if the lab becomes a deeper learning experience, we'll want to also weight that accordingly

**Current SLO** Should probably be combined with SLO #1

**Assessment.** This is covered by the same test as SLO#1, so if they are combined, no big deal.

**Other** None.

**Resource** The attrition rate for these classes was high, even though the gains for the students who survived was good. This implies that we are seeing some survival-of-the-fittest. We'd like to slow down this course, and stretch 4A and 4B over 3 quarters. We'll probably need some release time to re-cast our courses.

### *Forth Reflection set*

**Finding** For Fall 09

In one of the lab sections, the instructor moved to a groupwork model for the last three labs. The students took multiple batches of data, and collaborated using Google Wave. The instructor had access to the Waves, and could make suggestions, or just observe the students in action. This was helpful as the students could teach each other, learn how to compare data sets, and in general have a deeper understanding of how labs work. It also made each student's contributions more transparent.

For Winter 10

In the Winter of 2010, one instructor experimented with the use of Google Wave to make the 4B labs a more collaborative process. Students collected data in pairs, and then wrote lab reports in groups of four using the Google Wave technology. The instructor could see the writing process, and comment on it and give appropriate credit for effort/contribution. This process led to stronger lab reports, with better student understanding of error analysis. However, students need to be given strong guidance on the collaborative writing process, otherwise the students will simply divide up the lab report into sections, and then assemble a contradictory document at the last minute, with no understanding of their partner's contributions. Also, only roughly half of the labs really lend themselves to this method.

A new lab was introduced in the final week, the building of a motor (the kit said for ages 8+). The students were able to wind coils, which made the lab look a little like a sweat shop. In the future students will be able to make use of previous student's work. We can replace battery-powered electric fields with permanent high-field magnets, which will give a better insight into Faraday's Law. The students should reverse the process and turn the motor into a generator.

**Content** For Fall 09

See assignments, as the labs should cover the same general content.

For Winter 10

We will probably adopt the motor lab. Possibly explore the use of technology such as Google Wave for a subset of the lab experiments.

**Method** For Fall 09

It was interesting to spend less time in lab doing instruction, and more time online helping out students (if anything, I'm a little less reticent about online labs). I could see taking small sections and moving over to a model where we did this the entire quarter.

For Winter 10

One of the faculty members tried the idea from last quarter. There were strengths and weaknesses with the approach. To fully implement the collaborative method, it would take a severe re-writing of several of the labs, so if we went in this direction it would probably be piecemeal.

**Assignment** For Fall 09

The labs would have to be re-written in such a way to make them more friendly to group work. This means that more data should be taken, and there should be puzzles that relate to how data is affected by each individual setup. This would make the labs deeper in content. Note that students are supposed to spend time outside of lab working on computers to help them understand what goes on in lab.

Winter 10:

Many/most of the labs would have to be re-written, as above.

**Evaluation** For Fall 09

If we went in this direction, the labs should be worth more towards the grade. Also, a metric for contribution to the overall work product would have to be produced that would reflect the level of participation/understanding. Lab reports could be submitted as the final part of a wave.

Winter 10:

I found that I wanted to give a lab score, and then use that as the maximum possible grade for each student. If they had a real contribution, they would get that value, marginal contribution, half credit, and so on down the chain. It would mean more work for the professor.

**Current SLO** For Fall 09

Current SLO is fine.

Winter 10

Current SLO is fine.

**Assessment.** For Fall 09

As you can see, we didn't use the current assessment, but instead had insights into one instructor's novel approach to the lab environment.

Winter 10

Continued to approach the problem from this viewpoint.

**Other** For Fall 09

While the Physics 4A and 4D labs have had constant evolution and improvement over the years, the 4B lab is in need of serious overhaul. This will take time and money.

Winter 10:

The motor lab can be done cheaply, providing we can keep the current vendor (not a given). Hopefully we can find a replacement.

**Resource** For Fall 09

To go to a collaborative method as suggested, every student would need access to Google Wave. To overhaul some of the component labs would require time from an instructor and money for equipment.

Winter 10:

Google Wave needs to hit the same critical mass that Google Mail has. The physics faculty should discuss overhauling many of the experiments in the 4B curriculum.

**Comments** For Fall 09

None.

Winter 10

The instructor for the lecture slowed down the pace of the material, which made lab go ahead of lecture at times. There should be a suite of "holder labs" that could be introduced to fill gaps in schedule.

PHYS 4C

GENERAL PHYSICS (CALCULUS)

PHYS 4D

GENERAL PHYSICS (CALCULUS)

**Finding** Spring 2009 - While students could do basic relativity problems (length contraction, time dilation, mass), they had problems with tougher problems that involved more than two frames. Computations of relativistic collisions proved difficult. Conceptually the students were firm.



Spring 2010 - Students again showed mastery of the basics. There were improvements in relativistic collisions as more time was spent on momentum-mass-energy triangles in class. This year they seemed to have problems with the paradoxes though.

**Content** Content will remain unchanged due to articulation issues.

**Method** Spring 2009 - As students have shown mastery of the basics, perhaps slightly more time on multiple-frame problems should be given. As for collisions, the energy-momentum-restmass triangle should be moved to front-and-center. Also, the use of natural units should be introduced after letting students struggle with  $c^2$  terms.

Spring 2010 - Triangles worked very well. Perhaps think-check-talk should be put in place for the paradoxes.

**Assignment** Spring 2009 - An increase in the number of difficult homework problems should be made. The easy problems are a little too easy, and are perhaps needlessly repetitive.

Spring 2010 - They were given a shotgun of online problems. This seemed to work well.

**Evaluation** These told us what we needed to know, no change.

**Current SLO** This SLO will be replaced Spring 2011.

**Assessment.** We are happy with the current method of assessment.

**Other** None.

**Resource** No.

**Comments** This is a very hard topic for even the best of students.

### *Second Reflection set*

**Finding** Spring 2009 - Students could do standard problems such as particle-in-a-box. There seemed to be more trouble with "here's a potential, draw a wave function" type problems, but still did OK as a group.

Spring 2010 - Same.

**Content** No change, articulation.

**Method** Spring 2009 - I follow the tradition of drawing the wave function on the same graph as the potential, which is confusing to students. I need to be more explicit about what is the energy, and what is the wave function. Also, a short review of energy diagrams would probably be helpful.

Spring 2010 - I drew the same diagram on the board as I did the previous year, and was asked about it by a bright student. I quickly made the point that different things were done on the same scale. What I should do is draw them out in different colors and be very clear why I am doing that.

**Assignment** More graphical assignments should be given.

**Evaluation** These seemed fine.

**Current SLO** Will replace in 2011.

**Assessment.** Happy with current assessment.

**Other** None.

**Resource** None.

**Comments** This is taught right after Stern-Gerlach, and we need to remind students that we can still mix states.

### *Third Reflection set*

**Finding** Spring 2009 - I looked at the second Photoelectric Effect lab. While the students understood the concepts, they had trouble with the actual measurements. The act of determining a knee voltage visually is difficult, and many failed to reject their green LED as "bad data".

Spring 2010 - I use the pre-labs as peer-instruction. I'm now finding that each group member simply learns a very small part of the experiment. This needs to change.

**Content** The content will remain the same, although the lab will be modified.

**Method** Spring 2009 - See A.

Spring 2010 - To make sure that each person masters the full lab, I'll have them prepare the pre-lab and tell them that I can point to any person at any time and say "switch" and the new person should be able to pick up and explain.

**Assignment** Spring 2009 - The part of the lab that requires visual judgement will be replaced by students building a circuit to test for the knee voltage. Students will also have access to wavelength vs. intensity scans that will give hints as to why student should reject the Green data point.

Spring 2010 - The "switch" idea means that they'll have to master the whole shebang, not just a part.

**Evaluation** Lab reports are still the preferred method of evaluation for labs.

**Current SLO** I think the SLO is valid, but this form has a hard time capturing the thinking that goes into modifying a lab. None of the fields seems "quite right".

**Assessment.** Spring 2009 - I think that looking at lab reports needs to also be supplemented by instructor observation during lab when it comes to improvements in labs. This is what actually happened, and should be stated explicitly.

**Other** None

**Resource** Spring 2009 Purchase of optical lab bench equipment would be nice, but I think this prices out to \$2000 a setup, an impossibility in our current economic state.

PHYS 5A	GENERAL PHYSICS (CALCULUS) EXTENDED	No SLO record.
PHYS 5B	GENERAL PHYSICS (CALCULUS) EXTENDED	No SLO record.
PHYS 5C	GENERAL PHYSICS (CALCULUS) EXTENDED	No SLO record.
PHYS 6	INTRODUCTORY PHYSICS	
PHYS 12	INTRODUCTION TO MODERN PHYSICS	No SLO record.
PHYS 34H	HONORS INSTITUTE SEMINAR IN PHYSICS	
PHYS 36	SPECIAL PROJECTS IN PHYSICS	
PHYS 36X	SPECIAL PROJECTS IN PHYSICS	
PHYS 36Y	SPECIAL PROJECTS IN PHYSICS	
PHYS 100	PHYSICS STUDENT ASSISTANCE	No SLO record.
PHYS 100X	PHYSICS STUDENT ASSISTANCE	No SLO record.
PHYS 100Y	PHYSICS STUDENT ASSISTANCE	No SLO record.

9 of 15 Course IDs for *POLI* in the Business and Social Sciences Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
POLI 1	POLITICAL SCIENCE: INTRODUCTION TO AMERICAN GOVERNMENT & POLITICS	
	<b>Method</b> none	
	<b>Evaluation</b> none	
	<b>Current SLO</b> none	
	<b>Assessment.</b> none	
	<b>Other</b> none	
	<b>Comments</b> no	
	<i>Second Reflection set</i>	
	<b>Finding</b> Three sections of Introduction to American Government and Politics are evaluated in this reflection. Two of them were campus/hybrid classes and the third online. In these three sections, student performed the best in the on campus/hybrid class compared to those in the online class. Moreover, a larger number of students enrolled in the on campus/hybrid classes completed the course compared with the online class.	
	In the online class, 23 students completed the course with only 11 of them earning a letter grade of C or higher. In the on campus/hybrid classes, a total of 58 students completed the course with 34 of them earning a grade of C or higher. These results are not	

surprising largely because there is still the tendency among many students to take online courses on the assumption that they are "easier" compared with on campus courses.

**Content** In spite of these kinds of performance, there is no need to change the course content. Continued emphasis will remain on the development of critical, analytical, research and writing skills and working very closely with students to help them to succeed in the course.

Persuading students in both on campus/hybrid and online courses to consistently participate in the online class discussions where they become exposed to other students' analytical and research skills may help to motivate them to aim for higher levels of performance.

**Method** none

**Assignment** Assignments in both on-campus/hybrid courses and online classes have three written dimensions:  
 a) writing short essay questions at midterm  
 b) participating on a weekly basis in an online class discussion of questions arising out of the particular module of the course.  
 c) answering 100 multiple choice and true/false questions at Final to test use of concepts discussed in class.

In the on campus/hybrid class, all students work in an assigned group to research, analyze and present oral presentations to class on an assigned module of the course. In this assignment, most students tend to do very well using their technology and creative skills to design and develop web-based learning. The assignment for the SLO worked quite well in that it reflected the range of student abilities and performance.

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** It would be quite helpful if the college were able to provide more opportunities for the development of Basic Skills that would enable many more student successes in these courses. Inadequate preparation for college level work among many students is a major problem in the system and certainly at Foothill College.

**Comments** no

POLI 2	COMPARATIVE GOVERNMENT & POLITICS
POLI 2H	HONORS COMPARATIVE GOVERNMENT & POLITICS
POLI 3	INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY
POLI 3H	HONORS INTRODUCTION TO POLITICAL PHILOSOPHY/POLITICAL THEORY
POLI 9	POLITICAL ECONOMY

*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  
POLI 15 INTERNATIONAL RELATIONS/WORLD POLITICS

**Finding** Approximately fifty percent of students in this course demonstrated a relatively high level of critical, analytical, research and writing skills both in their oral presentations and research paper assignments. More than 70% of them were outstanding in the quality of research undertaken for their oral presentations on assigned topics. The remaining students tended to struggle with their research paper and oral presentation assignments largely because of their unwillingness to seek and use help that was readily available to them.

**Content** There is no need to change the course content. Continued emphasis will be on the development of critical analytical, research and writing skills. Organizing students to work in research groups on assigned modules in the course and then present their research findings to the class worked quite well. It allows for heightened levels of interactions among them and provides an excellent opportunity to work with others of diverse cultural and ethnic backgrounds.

**Method** In this course, students play a crucial role in undertaking serious research on assigned topics but also in presenting their findings to the class and engaging the class in discussion. Majority of students enjoyed this approach and found it to be both challenging and pedagogically useful in that it allowed them to take responsibility for their learning and to engage their peers in a serious intellectual discourse about their findings.

**Assignment** The five and ten page research paper assignments on topics arising out of their oral presentation and course modules, allowed them to undertake serious research efforts and to submit a research paper assignment that was focused, coherent, systematic, logical, and provided an opportunity for them to demonstrate their intellectual and analytical and writing skills.

**Evaluation** The research papers submitted by approximately fifty percent of students were quite good while the others were in need of far more research efforts and analysis. These students could have performed much better in the class had they utilized opportunities readily available to them to ensure success.

**Current SLO** The current SLO is appropriate and requires no change at this time.

**Assessment.** The assessment for the SLO worked quite well in that it allowed for various levels of assessment that reflected students efforts and energies in completing assignments.

**Resource** It would be quite helpful if the BSS Division could offer on a regular basis a ONE unit course on the scientific method and its use in writing an analytical research paper.

POLI 15H	HONORS INTERNATIONAL RELATIONS/WORLD POLITICS	
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.

9 of 9 Course IDs for *PSE* in the Physical Sciences, Mathematics & Engineering Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
PSE 41	CLASS PRACTICES: MIDDLE SCHOOL SCIENCE	
	<b>Finding</b> In the spring of 2009, all students enrolled in PSE completed a minimum of 18 hours in the classroom with a mentor teacher. Three students made a definitive decision to complete a credential program to become K-12 science and math teachers, and they are currently enrolled in local credential programs.	
	<b>Content</b> NA	
	<b>Method</b> NA	
	<b>Assignment</b> NA	
	<b>Evaluation</b> NA	
	<b>Current SLO</b> NA	
	<b>Assessment.</b> NA	
	<b>Other</b> NA	
	<b>Resource</b> NA	
	<b>Comments</b> NA	
	<i>Second Reflection set</i>	
	<b>Finding</b> All students in spring 2009 participated in the weekly discussions. Topics focused on standardized testing, No Child Left Behind and the CA credential process.	
	<b>Content</b> NA	
	<b>Method</b> NA	
	<b>Assignment</b> NA	
	<b>Evaluation</b> NA	
	<b>Current SLO</b> NA	
	<b>Assessment.</b> NA	
	<b>Other</b> NA	
	<b>Resource</b> NA	
	<b>Comments</b> NA	
PSE 42	CLASS PRACTICES; ELEMENTARY SCHOOL SCIENCE	
PSE 43	CLASS PRACTICES: HIGH SCHOOL SCIENCE	
PSE 111	PASS THE TORCH TEAM LEADER TRAINING	
PSE 301	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	
	<b>Finding</b> It is invaluable to make time to observe exemplary faculty across many disciplines. The immediate impact is realizing how stale your own approach can be and how new ideas are easily born out of these observations. Whether observing a biology class or an english class, engaging students is always a challenge, but a common theme was knowing your students' names and calling directly on them to answer a question, not just throwing the question out to the whole class. The risk of a poor answer or no answer at all is a hard one to take, but if you are devoted to teaching to all of your students, then it is a necessary source of feedback before moving forward in the class.	
	<b>Content</b> No changes.	
	<b>Method</b> I am trying to bring myself to call on specific students that I know are spacing out and/or look confused, but it still is hard for me as I view it as a way of picking on certain students. I want to engage them all, but do not want to alienate them or embarrass them. Perhaps a bucket of their names at the front of the class and my hand just reaching in and picking someone out at random will seem less intrusive to them.	
	<b>Assignment</b> No changes.	

**Evaluation** I am implementing in-class collaborative activities as was observed in an astronomy class to break up lecture and allow me a chance to visit all of my students in turn and help those that most need it. The activities are for credit, which motivates the students to engage themselves and to come to lecture.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** No.

**Comments** No.

### *Second Reflection set*

**Finding** An excellent teaching moment came from observing a very large astronomy lecture during which the instructor would from time to time stop to ask if there were any questions, which then exposed a variety of student types such as the completely off-topic, the overly eager, and the occasional cynic. The instructor exhibited finesse and sensitivity when tackling the various questions posed by the students. Additionally, the instructor showed sincere appreciation for their curiosity by saying "Great question, thank you." or "Stay tuned."

**Content** No changes.

**Method** I have learned to be more positive in my approach to answering students' questions as a means of rewarding their bravery and encouraging others to speak up during lecture. It is still an issue that you will have off-topic questions, but I have learned to appreciate their curiosity while still keeping the class on track, which is important in larger class sizes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** No.

**Comments** No.

## PSE 301X CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS

**Finding** It is invaluable to make time to observe exemplary faculty across many disciplines. The immediate impact is realizing how stale your own approach can be and how new ideas are easily born out of these observations. Whether observing a biology class or an english class, engaging students is always a challenge, but a common theme was knowing your students' names and calling directly on them to answer a question, not just throwing the question out to the whole class. The risk of a poor answer or no answer at all is a hard one to take, but if you are devoted to teaching to all of your students, then it is a necessary source of feedback before moving forward in the class.

**Content** No changes.

**Method** I am trying to bring myself to call on specific students that I know are spacing out and/or look confused, but it still is hard for me as I view it as a way of picking on certain students. I want to engage them all, but do not want to alienate them or embarrass them. Perhaps a bucket of their names at the front of the class and my hand just reaching in and picking someone out at random will seem less intrusive to them.

**Assignment** No changes.

**Evaluation** I am implementing in-class collaborative activities as was observed in an astronomy class to break up lecture and allow me a chance to visit all of my students in turn and help those that most need it. The activities are for credit, which motivates the students to engage themselves and to come to lecture.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** An excellent teaching moment came from observing a very large astronomy lecture during which the instructor would from time to time stop to ask if there were any questions, which then exposed a variety of student types such as the completely off-topic, the overly eager, and the occasional cynic. The instructor exhibited finesse and sensitivity when tackling the various questions posed by the students. Additionally, the instructor showed sincere appreciation for their curiosity by saying "Great question, thank you." or "Stay tuned."

**Content** No changes.

**Method** I have learned to be more positive in my approach to answering students' questions as a means of rewarding their bravery and encouraging others to speak up during lecture. It is still an issue that you will have off-topic questions, but I have learned to appreciate their curiosity while still keeping the class on track, which is important in larger class sizes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** No.

**Comments** No.

PSE 301Y

## CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS

**Finding** It is invaluable to make time to observe exemplary faculty across many disciplines. The immediate impact is realizing how stale your own approach can be and how new ideas are easily born out of these observations. Whether observing a biology class or an english class, engaging students is always a challenge, but a common theme was knowing your students' names and calling directly on them to answer a question, not just throwing the question out to the whole class. The risk of a poor answer or no answer at all is a hard one to take, but if you are devoted to teaching to all of your students, then it is a necessary source of feedback before moving forward in the class.

**Content** No changes.

**Method** I am trying to bring myself to call on specific students that I know are spacing out and/or look confused, but it still is hard for me as I view it as a way of picking on certain students. I want to engage them all, but do not want to alienate them or embarrass them. Perhaps a bucket of their names at the front of the class and my hand just reaching in and picking someone out at random will seem less intrusive to them.

**Assignment** No changes.

**Evaluation** I am implementing in-class collaborative activities as was observed in an astronomy class to break up lecture and allow me a chance to visit all of my students in turn and help those that most need it. The activities are for credit, which motivates the students to engage themselves and to come to lecture.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** An excellent teaching moment came from observing a very large astronomy lecture during which the instructor would from time to time stop to ask if there were any questions, which then exposed a variety of student types such as the completely off-topic, the overly eager, and the occasional cynic. The instructor exhibited finesse and sensitivity when tackling the various questions posed by the students. Additionally, the instructor showed sincere appreciation for their curiosity by saying "Great question, thank you." or "Stay tuned."

**Content** No changes.



**Method** I have learned to be more positive in my approach to answering students' questions as a means of rewarding their bravery and encouraging others to speak up during lecture. It is still an issue that you will have off-topic questions, but I have learned to appreciate their curiosity while still keeping the class on track, which is important in larger class sizes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** No.

**Comments** No.

PSE 301Z CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS

**Finding** It is invaluable to make time to observe exemplary faculty across many disciplines. The immediate impact is realizing how stale your own approach can be and how new ideas are easily born out of these observations. Whether observing a biology class or an english class, engaging students is always a challenge, but a common theme was knowing your students' names and calling directly on them to answer a question, not just throwing the question out to the whole class. The risk of a poor answer or no answer at all is a hard one to take, but if you are devoted to teaching to all of your students, then it is a necessary source of feedback before moving forward in the class.

**Content** No changes.

**Method** I am trying to bring myself to call on specific students that I know are spacing out and/or look confused, but it still is hard for me as I view it as a way of picking on certain students. I want to engage them all, but do not want to alienate them or embarrass them. Perhaps a bucket of their names at the front of the class and my hand just reaching in and picking someone out at random will seem less intrusive to them.

**Assignment** No changes.

**Evaluation** I am implementing in-class collaborative activities as was observed in an astronomy class to break up lecture and allow me a chance to visit all of my students in turn and help those that most need it. The activities are for credit, which motivates the students to engage themselves and to come to lecture.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** An excellent teaching moment came from observing a very large astronomy lecture during which the instructor would from time to time stop to ask if there were any questions, which then exposed a variety of student types such as the completely off-topic, the overly eager, and the occasional cynic. The instructor exhibited finesse and sensitivity when tackling the various questions posed by the students. Additionally, the instructor showed sincere appreciation for their curiosity by saying "Great question, thank you." or "Stay tuned."

**Content** No changes.

**Method** I have learned to be more positive in my approach to answering students' questions as a means of rewarding their bravery and encouraging others to speak up during lecture. It is still an issue that you will have off-topic questions, but I have learned to appreciate their curiosity while still keeping the class on track, which is important in larger class sizes.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** No changes.

**Other** No changes.

**Resource** No.

## Comments No.

PSE 302

PEDAGOGICAL LEADERSHIP

No SLO record.

14 of 19 Course IDs for *PSYC* in the Business and Social Sciences Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
PSYC 1	GENERAL PSYCHOLOGY	<p><b>Finding</b> 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.</p> <p><b>Content</b> I think the content on this is consistent with the findings and good overall.</p> <p><b>Method</b> These vary but seem to be sufficient</p> <p><b>Current SLO</b> We will be discussing the questions we used and the results we obtained and expect there will be some refinement of the questions to make it easier for all teachers to use this assessment and to collect and summarize the data</p> <p><b>Resource</b> 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.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> We got very uneven results from different sections of the classes taught. I think we need to be more clear about what our learning goals are how to achieve and measure them. I think we may not have assessed this portion of learning well.</p> <p><b>Content</b> We have to look over how detailed the coverage of these concepts should be</p> <p><b>Evaluation</b> The evaluation process should possibly be earlier in the quarter when these ideas are usually presented.</p> <p><b>Resource</b> Easier data collection would be helpful but I'm not sure how easy to accomplish</p>
PSYC 4	INTRODUCTION TO PSYCHOBIOLOGY	<p><b>Finding</b> 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.</p> <p>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.</p> <p><b>Content</b> I'd make the connection to visible behavior a little more apparent (I'd include a little information about what Vasopressin does, for example.)</p> <p><b>Method</b> None</p> <p><b>Assignment</b> None</p> <p><b>Evaluation</b> 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</p> <p><b>Current SLO</b> None</p> <p><b>Assessment.</b> None</p> <p><b>Other</b> None</p> <p><b>Resource</b> None</p> <p><b>Comments</b> None</p>

PSYC 10 INTRODUCTION TO SOCIAL RESEARCH  
 PSYC 14 CHILDHOOD & ADOLESCENCE

*Second Reflection set*

**Finding** To address this learning outcome, I had my students write a case study about a child 12 years old or younger. The assignment was to spend several hours observing the child's physical, cognitive, language, and social/emotional development, preferably in different settings, and then relate their observations to concepts, theories, and research findings from developmental psychology.

I found that most students enjoyed this assignment, and found it natural to compare their child observations with age-related norms and other information from class. Papers receiving an A contained detailed observations on observable behaviors, and thorough discussion of related theory and concepts from developmental psychology. Papers receiving a B contained observations that lacked detail, reading more like a list of activities than lifelike observations, and/or mentioned developmental psychology concepts without providing much supporting information or showing how they relate to the observations. Papers receiving a C lacked much observational detail, and/or made few connections to class content. Papers receiving a D or F failed to follow the instructions for the assignment. The average grade for papers turned in was 84%, a B.

**Content** None

**Method** None

**Assignment** I found that the biggest problem with this assignment was the magnitude of it: 3 out of 21 students who completed the course failed to run in a final paper, due to difficulty getting started and/or finishing. Many expressed difficulty finding a child to observe, and/or finding time outside of class to conduct their observations. One good solution to this problem, in terms of the desired learning outcomes, would be to provide more frequent, smaller-scale child observation opportunities throughout the quarter, along with paper assignments similar in structure to the final paper, only smaller in scope.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** This quarter, I invited students to bring a child to class of the age we were currently studying, and had students collect observations and summarize them if they desired. This was a great opportunity to connect theory from child development to everyday examples of child behavior, but both the observations and assignment were fairly unstructured. We also relied on students enrolled in the class to supply the subjects for observation, and this was dependent on their availability. It would be very helpful for Psyc 14 to have some sort of connection with a child-care or related center, to provide more consistent opportunities for observation. I believe that greater exposure to children in diverse stages of development would be the best way to meet the SLO of relating developmental psychology findings to everyday life.

**Comments** No

PSYC 21 PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES

**Finding** 1) Essay directions need to more clearly direct students to discuss how media portrayals affect women's psychology. While the content analysis was generally quite good, students sometimes neglected to discuss the effects.

2) I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

**Content** No change.

**Method** New multiple choice questions.

**Assignment** Greater clarity in terms of asking for effects rather than just causes.

**Evaluation** No change intended.

**Current SLO** Current SLO holds up well and seems to get at the heart of what students leaving this course should know.

**Assessment.** Combination of essay and multiple choice exam works well.

**Other** None.

**Resource** None.

**Comments** No.

*Second Reflection set*

**Finding** 1) Students sometimes skipped over some of the specific things I asked them to write about. I should make the directions more clear regarding the need to answer all of the questions.

2) I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

**Content** None needed.

**Method** None.

**Assignment** Essay directions may need to be broken down into more specifics, so that students answer all of the parts of the questions rather than skipping over them.

**Evaluation** Multiple choice questions need to be clearer and more specific.

**Current SLO** No change intended.

**Assessment.** Combination of multiple choice and essay answers seems to work well for this particular SLO.

**Other** None.

**Resource** None.

**Comments** This particular SLO is at the heart of women's studies, but approaching it in a way that does not alienate men in the course is key; since this is a cross listed course, it is particularly important that the elements of psychology and women's studies are brought into the course structure.

PSYC 22 PSYCHOLOGY OF PREJUDICE  
PSYC 25 INTRODUCTION TO ABNORMAL PSYCHOLOGY  
PSYC 30 SOCIAL PSYCHOLOGY

*Second Reflection set*

**Finding** I assessed this particular SLO by having my students write a three-page paper on a social psychological concept or theory of their choosing. The purpose of this paper was to have the students do the following: 1) describe/explain a social psychological concept or theory that they observe in everyday life, 2) describe/explain their real-world observations of this particular concept or theory, 3) integrate the conceptual/theoretical with the applicable/real-world phenomenon by reflecting on whether or not their observations supported the concept/theory and research findings.

My rubric for grading these papers was the following:

A = superior explanation of concept/theory, superior observation, superior integration, superior on citing references

B = good explanation of concept/theory, good observation, good integration, good on citing references

(difference between "superior" and "good" is amount of detail and thoroughness of explanation of concept/theory or observations, as well as effectiveness of integration of material)

C = adequate explanation of concept/theory, adequate observation, lacked integration, lacked proper citation of references

D or F = inadequate explanation of concept/theory, inadequate observation, lacked integration, lacked citation of references

The DATA:

26 out of 35 students (74%) received an A/A- on their paper.

8 out of 35 students (22%) received a B/B- on their paper.

1 out of 35 students (4%) received a F on his/her paper.

Conclusion: The majority of students (34 out of 35 students – 96%) did well on their paper.

This proved to be a successful assessment tool. Students generally enjoy this paper because it gives them an opportunity to apply an area of social psychology that they are interested in, to their own lives and experiences.

**Content** None

**Method** I am generally happy with the results of this SLO assessment. I think that my students benefit from writing a paper, so I will keep this type of measurement. In the future, I will probably try to have students pick their social psychological concept/theory earlier in the quarter, as well as help them become more critically aware of the world around them earlier in the process. These efforts will help get students focused on the "meat" of their papers earlier, and will result in more organized and reflective papers.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No resources are necessary

**Comments** No

### PSYC 33 INTRODUCTION TO THE CONCEPTS OF PERSONALITY

**Finding** Data on this particular SLO were collected in two Personality Psychology courses. The SLO was assessed by having students take a multiple-choice test consisting of five questions during the final examination. These multiple-choice questions tested the students' knowledge of theorists as well as the major theories of personality.

There were 65 students who took the test. Here is the data:

The first question on the test was based on their recollection of specific personality theorists. 44 out of 65 (68%) students correctly identified the theorists.

The second question was based on a concept in learning theory. 59 out of 65 (91%) students correctly identified this learning concept.

The third question was based on a specific concept in the psychoanalytic theory. 63 out of 65 (97%) students correctly answered this question.

The fourth question was based on the trait theoretical perspective. 52 out of 65 (80%) students identified the correct theory.

The fifth question was based on the humanistic theoretical perspective. 45 out of 65 (69%) students identified the correct theory.

What we surmise from our data is that students did very well on the second and third questions, did well on the fourth question, and had difficulty answering the first and fifth questions.

**Content** As instructors we will devote more time to differentiating between the various theoretical approaches.

**Method** It would also be important to consistently track students' work (through specific questions on midterm exams, writing assignments) to further assess their progress.

**Assignment** None

**Evaluation** In future classes, we hope to add more multiple-choice questions as well as re-work a few of our current multiple-choice questions, in order to better assess this SLO. These improvements will give us a more accurate assessment of our students' understanding of personality theories and theorists.

We are also entertaining the idea of implementing an occasional surprise five-point quiz, to better monitor their learning of these theories.

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No resources are necessary

**Comments** None

PSYC 34H	HONORS INSTITUTE SEMINAR IN PSYCHOLOGY	No SLO record.
PSYC 35	DEPARTMENT HONORS PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.

PSYC 36X	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36Y	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36Z	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 40	HUMAN DEVELOPMENT	

**Finding** Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

**Content** Course content will be updated as information in the field changes, but otherwise seems to be sufficient.

**Method** Methods will be reviewed modified and tried as needed

**Assignment** Assignments will be reviewed modified and tried as needed

**Evaluation** Papers, reflections, multiple choice exams all seem to be effective.

**Current SLO** Demonstrate knowledge of major theories of human development  
Strategy- Achievement of at least a 70% score on multiple choice exams covering major topics

**Assessment.** Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

**Other** None

**Resource** No

**Comments** No

#### *Second Reflection set*

**Finding** Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

**Content** Course content will be updated as information in the field changes, but otherwise seems to be sufficient.

**Method** Methods will be reviewed modified and tried as needed

**Assignment** Assignments will be reviewed modified and tried as needed

**Evaluation** Papers, Reflections, Multiple Choice Exams, all seem to be effective

**Current SLO** Apply theories in explaining examples of human development  
Strategy- Achievement of at least a 70% point total on a written report giving examples of at least 7 major theories

**Assessment.** Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

**Other** None

**Resource** No

**Comments** No

PSYC 49	HUMAN SEXUALITY
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#### *Third Reflection set*

**Finding** The assessment for this SLO was summative: it was administered during the final exam of the quarter. The assessment sought to provide a measurement of the metacognitive abilities of students by providing an explicit explanation of an attitude pertaining to human sexuality held by students. The assessment administered was an open-ended short answer response. Specifically, the assessment prompt was: "Summarize one attitude (that you currently hold) that pertains to any topic within the field of human sexuality." An attitude, as defined in the present course, was, "Positive, negative, or mix feelings, thoughts, or ideas toward a person, object, or idea." Student responses were assessed on the accuracy of meeting the criteria of the definition of an attitude as well as the relevance to the field of human sexuality. The assessment was assessed on a "pass, no pass" basis. Of the 46 students assessed during the Winter Quarter, 36 were able to correctly identify an attitude they possessed that pertained to a topic in the field of human sexuality. Thus, 78% of student correctly completed the assessment.

**Content** None



**Method** I do not plan on changing any aspects of the instruction. I structure the course around three themes: attitudes, metacognition, and morality. Thus, I give students the definition of all three on the first day of class and continually and explicitly refer back to the concepts. Students are also continually given specific prompts to integrate the three concepts into their paper and short answer on their tests. Thus, they are repeatedly exposed to the concepts throughout the quarters.

**Assignment** None

**Evaluation** For future quarters, I plan on revising my assessment tool. To provide a richer assessment of knowledge gained from the course, I am planning on giving a pre-post assessment. I plan on giving the same assessment prompt (from 2F) on both the first day of class (before giving students the explicit definition of an attitude) and on the last day of class. In the future, if I find that there is not a significant difference between the pre and post test scores, I will plan to revise the SLO, my instruction techniques, and the assessment tool to more appropriately challenge students to achieve new gains in metacognitive abilities.

**Current SLO** Students will be able to both identify attitudes they possess as well as differentiate between attitudes and statement of fact pertaining to subject areas of human sexuality.

**Assessment.** Short Answer Question: "Summarize one attitude (that you currently hold) that pertains to any topic within the field of human sexuality."

**Other** None

**Resource** No resources are necessary at this time.

**Comments** None

PSYC 50 PSYCHOLOGY OF CRISIS  
PSYC 55 PSYCHOLOGY OF SPORTS

*Second Reflection set*

**Finding** For the purpose of this SLO, I am focusing on the following project.

1. Project – they choose any topic related to Sport Psychology. The goal of the project is for the student to have an opportunity to take Sport Psychology tools, and apply it to a specific area of interest, in their own life. This is not intended to just be a research paper. I encourage the students to explore other options, such as: attend a certain group meeting, interview someone in a field related to Sport Psychology, go to a Sport Psychologist's office or interview a coach, and ask questions, experience something in imagery, hypnosis, goal setting, dealing with pressure in performance, etc. versus researching a topic and writing about it. Many students choose to do a Powerpoint, or now send video of interviews, with a summary in a word document. Some students do prefer a paper style; all are fine.

Then, in the discussion area, they must share what their topic was, and one thing about their project. I.e. if I did a project on meditation, I might share a specific technique that I used to help me meditate, and my personal experience.

At the end, they all must answer what they learned by doing this project.

2. Several required discussions throughout the quarter. Topics include: confidence, motivation, goal setting. People were able to benefit tremendously hearing other people's ideas, and realizing that they are not alone regarding fears that might pop up. Additionally, students are inspired with new ideas and a willingness to pursue their own dreams, by taking action.

3. Weekly questions in lecture notes, for them to use in their life, based on the lectures; then in final, they are tested on this.

Compared to the quizzes, midterm, and final, my grading is based more on their effort, and commitment to the assignment while also demonstrating their knowledge of material, versus on learning information (which is addressed more heavily in exams). My focus of this project is for them to be able to take material they are learning, be creative, and do something with it, out in the world. Then, assess what they did, and summarize their findings.

Many students commented on this being a breakthrough for them personally. It is evident which students had been doing the weekly questions from the lecture notes, and making changes personally in their lives. This showed up in their projects, as they described



breakthroughs and what they had learned. I.e. If they are an athlete, they might have experienced a personal breakthrough to help them perform at their best. The best projects would describe in detail the steps they took, interview questions they came up with, or exercises they tried, and how it worked, or didn't work (this mainly applies to those who chose to focus on meditation or visualization and their minds would go "crazy" on them, or they had difficulty focusing, so they found going back to some more basic peak performance steps helped them to get to next step in meditation or whatever they were focusing on); then, how they adjusted the exercises to be at their best. Then, they summarized changes in themselves from the exercise.

Of the 42 students completed their project on time, the majority received either an A+, A, or an A-. 15% received a B+, B, or B-. A couple of students received C's or worse for lack of commitment to the assignment, and thus lack of creativity, use of class materials, and time put in to generate a well-thought out/researched project.

The A's were students who demonstrated superior thoughtfulness, time, and detail to the project. B's were those who did a good job, but not as thorough, or thoughtful. C or worse: lacked focus and ability to show thoughtfulness with assignment.

**Content** I am happy with the student projects, overall. I believe that most students get focused on it early in the quarter (since I encourage this through weekly questions), and find that it helps them with how they live their lives. Thus, I do not intend on changing much for this project. Students seem to enjoy having a wide range of options for topics to choose from (within the peak potential field), and they are able to decide how to use it to create their own project. Throughout the course, leading up the deadline for the project, students are taught goal setting, confidence building, trusting their own innate wisdom, distraction/refocusing exercises, anchoring, and much more. These tools are only some that are meant to empower them to trust themselves in choosing what topic they would like to focus on, and how they want to design this project, and then follow through. They seem to thrive, once they know they are "allowed" to, and every quarter, students thank me for having given this assignment.

Overall, I feel good about what students choose to do. Even the students who are in the class for peak potential (not sports), find they benefit greatly, since the course is designed 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

8 of 6 Course IDs for *R E* in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
R E 50	REAL ESTATE PRINCIPLES	
R E 51	REAL ESTATE PRACTICES	
R E 52A	LEGAL ASPECTS OF REAL ESTATE I	
R E 53	REAL ESTATE FINANCE	
R E 54	REAL ESTATE ECONOMICS	
R E 59	SURVEY OF REAL ESTATE PROPERTY MANAGEMENT	

37 of 35 Course IDs for R T in the Biological and Health Sciences Division  
have SLOs Defined.

2009-2010

Course ID	Title	Reflections
R T 50	ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES	
	<b>Finding</b> 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.	
	<b>Content</b> None	
	<b>Method</b> None	
	<b>Assignment</b> Assign more program policy homework reading assignments before covering the material.	
	<b>Evaluation</b> None	
	<b>Current SLO</b> None	
	<b>Assessment.</b> None	
	<b>Other</b> None	
	<b>Resource</b> None	
	<b>Comments</b> No	
	<i>Second Reflection set</i>	
	<b>Finding</b> 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.	
	<b>Content</b> Combine the two patient care lectures to allow for more time in the radiology laboratory.	
	<b>Method</b> Demonstrate the positioning of an abdomen during the laboratory visit.	
	<b>Assignment</b> None	
	<b>Evaluation</b> None	
	<b>Current SLO</b> None	
	<b>Assessment.</b> None	
	<b>Other</b> Increase lecture material on the positioning of the abdomen.	
	<b>Resource</b> None	
	<b>Comments</b> No	
R T 51A	FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY I	
	<b>Finding</b> The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students. The topic 3-way abdomen is covered in class, but not covered in lab until the following quarter.	
	<b>Content</b> Consider moving the topics decubitus and upright abdomen to the following quarter.	
	<b>Method</b> Correlate lecture and lab content for 3-way abdomen.	
	<b>Assignment</b> None	
	<b>Evaluation</b> None	
	<b>Current SLO</b> None	
	<b>Assessment.</b> None	
	<b>Other</b> None	
	<b>Resource</b> Funding needed to purchase updated teaching models and copies of the textbook to be used in the Foothill library.	
	<b>Comments</b> No	
	<i>Second Reflection set</i>	
	<b>Finding</b> Utilization of the workbook was timely and more detailed than required for the 1st quarter positioning.	
	<b>Content</b> The textbook notes the ankle as a sellar joint.	
	<b>Method</b> None	
	<b>Assignment</b> Workbook assignments will not be graded. They will be recommended but not required.	
	<b>Evaluation</b> Workbook will not be graded. Need to update syllabus, quizzes and test to reflect ankle as a sellar joint.	

Current SLO None

Assessment. None

Other None

Resource Funding needed to purchase updated teaching models and copies of the textbook to be used in the Foothill library.

Comments No

#### R T 51B FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II

Finding 100% of students successfully mastered the course content as indicated by the results of the final examination.

Content Based upon revision of the ARRT content specifications, positioning of the gallbladder can be omitted from the syllabus and lecture.

Method Revise syllabus and Powerpoint lecture to reflect changes noted in 2A above.

Assignment Students were divided into groups and assigned a topic for which they had to develop 10 questions and answers to be used for a review/study guide. This was a beneficial tool.

Evaluation No changes.

Current SLO No changes.

Assessment. No changes.

Other None

Resource Funding for copies of updated textbook to be used in the FHC library.

Comments No

#### *Second Reflection set*

Finding Utilization of the workbook assignments were made optional, not mandatory as in the prior quarter. This allowed students to focus on more relevant data emphasized in the syllabus and lecture.

Content No changes.

Method No changes.

Assignment Continue with workbook as optional assignment.

Evaluation Do not test on gallbladder positioning since it is no longer an ARRT requirement.

Current SLO No changes.

Assessment. No changes.

Other No changes.

Resource Textbook funding for library copy.

Comments No

#### R T 51C FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY III

Finding The results of the final indicated that the students learned the basic principles of this course. Vertebral column, skull, bony thorax, and sub-special radiographic procedures were successfully passed by 22/23 students. The lone exception conceded that he did not study.

Content None

Method None

Assignment None

Evaluation More positioning images will be integrated into course evaluations.  
More fill-in-the-blank questions will be added.

Current SLO None

Assessment. None

Other Update PowerPoint slides with newer images.

Resource Acquiring access to Evolve Select Online E-Books.  
Acquiring the latest edition of Bontrager.

Comments No

#### *Second Reflection set*

**Finding** The results of the final indicated that the students learned the basic principles of this course. Anatomy of the vertebral column, skull, bony thorax, and sub-special radiographic procedures was successfully passed by 22/23 students. The lone exception conceded that he did not study.

**Content** None

**Method** None

**Assignment** None

**Evaluation** More anatomic images will be integrated into course evaluations.  
More fill-in-the-blank questions will be added.

**Current SLO** None

**Assessment.** None

**Other** None

**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** Since this is the first of three radiation physics courses that the new radiology student is exposed to, it is important to lay the foundation so students will not have difficulties in subsequent quarters. This course provides for several quizzes. The students said they liked having lots of small quizzes to make them study and keep up with the material. The formatting for one quiz was difficult for the students to understand what was being asked of them. This will need to be modified. The pass rate for this class was 100%. The class average was 92%, with nothing lower than two C's.

**Content** None

**Method** None

**Assignment** None

**Evaluation** Quiz #5, Intensifying Screens, needs to be re-written in a format that is more self explanatory to the student.

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** N/A

#### *Second Reflection set*

**Finding** The clinic hours were increased for this group of students and I think the increased exposure time to setting the control panel and assessing patients' body habitus really helped them more with the concepts of mAs and kV. These students scored very well in this section of the curriculum.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** N/A

#### R T 52B PRINCIPLES OF RADIOLOGIC TECHNOLOGY II

**Finding** This section of the course is more difficult for students. Breaking into small, student-led discussion groups really helped cement the content.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

Current SLO none  
 Assessment. none  
 Other no  
 Resource multimedia classroom  
 Comments no

*Second Reflection set*

Finding The students felt very strongly about the importance of radiation protection after their tests and presentation projects.  
 Content none  
 Method none  
 Assignment none  
 Evaluation Decrease point value for presentation from 20 pts to 15 pts.  
 Current SLO none  
 Assessment. none  
 Other no  
 Resource multimedia classroom  
 Comments no

R T 52C PRINCIPLES OF RADIOLOGIC TECHNOLOGY III

Finding As in previous years, the students scored well on the component identification diagram test. This assured me that they were able to recognize the icons used for an electrical circuit.  
 Content none  
 Method none  
 Assignment none  
 Evaluation none  
 Current SLO has been modified  
 Assessment. has been modified  
 Other none  
 Resource none  
 Comments no

*Second Reflection set*

Finding The students understood the difference between these two electrical components. What seemed to work best for their understanding was analogies taken from everyday life as comparisons.  
 Content none  
 Method none  
 Assignment none  
 Evaluation none  
 Current SLO has been updated  
 Assessment. has been updated  
 Other none  
 Resource none  
 Comments no

R T 52D DIGITAL IMAGE ACQUISITION & DISPLAY

Finding This course became live in Fall 2008 when the new digital curriculum was available. It was taught to 2nd year students. The faculty thought the course should be moved into the first year curriculum since digital technology is all the students are seeing in our clinical sites. The course was taught this year in the spring quarter of the first year. It was difficult for the students because they had less of a foundation in radiology in general to be able to comprehend the ins and outs of digital radiography.  
 Content None

**Method** Sequencing. Course should be moved into summer quarter first year, or fall quarter 2nd year. It should also be increased from 2 units to 3 units.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Funding for the additional unit.

**Comments** N/A

*Second Reflection set*

**Finding** Students found this component of the course easy and were ready for it spring quarter of the 1st year. However, this component of the curriculum must accompany the digital curriculum and the students were not as ready for the digital component at this point in the program.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** N/A

**Comments** Reference first SLO for instructor recommendations of course sequencing and unit value.

R T 53                      ORIENTATION TO RADIOLOGIC TECHNOLOGY

**Finding** The results of the performance competency skills test indicated that the students were able to demonstrate equipment manipulation, positioning and image evaluation for the abdomen procedure. 100% of the students successfully demonstrated competency on the skills test.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

*Second Reflection set*

**Finding** The results of the performance competency skills test indicated that the students were able to perform patient vital sign assessment and performed safe patient transport in the radiology department. 100% of the students successfully demonstrated competency on the skills test.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

R T 53A                      APPLIED RADIOGRAPHIC TECHNOLOGY I

**Finding** Most students did well in clinic. Some struggled with recall when under stress to perform exams on real patients.

**Content** none

**Method** The instructors need to assess the learning styles of these students to understand how they learn best.

**Assignment** Students can make their own pocket books using their own words and pictures to help retention.

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** no

**Resource** none

**Comments** no

#### *Second Reflection set*

**Finding** 100% of the students received a passing grade in clinic. This is an improvement over previous years. Students are better prepared for the clinical setting due to the orientation course.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** no

**Resource** no

**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** None

**Method** Allow more time for student practice during the scheduled lab.

**Assignment** None

**Evaluation** Continue to update the competency skills test evaluation, as needed.

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Radiographic laboratory in room 5305 will need ongoing equipment maintenance and repair to remain operational.

**Comments** No

#### *Second Reflection set*

**Finding** A weekly performance competency skills test of each student was utilized to assess performance. The results of the assessment indicate that the students were able to perform image evaluation and anatomy identification for the radiographic procedures of the chest, abdomen and extremity procedures.

**Content** None

**Method** Continue to reinforce radiographic anatomy identification and evaluation using radiographic images and skeleton models.

**Assignment** None

**Evaluation** Continue to update the competency skills test evaluation, as needed.

**Current SLO** None

**Assessment.** None



Other None

Resource Continue to update the radiographic teaching files and purchase instruction models, as needed.

Comments No

#### R T 53B APPLIED RADIOGRAPHIC TECHNOLOGY II

**Finding** This is the 2nd quarter in the clinic for RT students but at a new facility than the previous quarter. Most all students did well in the clinic. Those that struggled had difficulty rotating from a DR facility to a CR facility.

Content None

**Method** CR affiliates need to be cognizant of the DR trained student coming into their facility. This student may be less spatial aware of the IR and the bucky placement. Patience and extra instruction may need to occur when demonstrating the CR equipment.

Assignment none

Evaluation none

Current SLO none

Assessment. none

**Other** Reinforce at CI Meeting the difficulties of the DR student rotating t the CR affiliate and ask for feed back on how to help them.

Resource no

Comments no

#### *Second Reflection set*

**Finding** Students did very well in this area. The class as a whole is very strong didactically.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other no

Resource no

Comments no

#### R T 53BL APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY II

**Finding** Often times it was difficult for the students to demonstrate proper equipment manipulation because the equipment was always breaking down. Time out had to be taken to get the tube working again.

Content none

Method none

Assignment none

Evaluation none

Current SLO none

Assessment. none

Other no

**Resource** The lab equipment is in need of constant repair. More funds are needed for repair or replacement of the equipment must be considered.

**Comments** Equipment issues is the most frequent frustration voiced by students on the lab surveys.

#### *Second Reflection set*

**Finding** With the equipment issues, students needed more time to practice positioning. this took time away from image analysis. Fortunately, anatomy is reinforced in class and clinic and image evaluation is reinforced in clinic.

Content none

Method none

Assignment none

Evaluation none  
 Current SLO none  
 Assessment. none  
 Other no  
 Resource Better equipment  
 Comments Open labs have become more and more important to students to get in the time they need to practice.

#### R T 53C APPLIED RADIOGRAPHIC TECHNOLOGY III

Finding 100% of the class passed their competencies. All students passed the course.  
 Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

*Second Reflection set*

Finding 100% of the class passed the image evaluation component of their competency skills test. Lecture content in RT51C is nicely complementing the image evaluation component of RT53C.  
 Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

#### R T 53CL APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY III

Finding This course is the laboratory component of RT51C. Students are expected to apply what they have learned in the didactic component to the laboratory setting by passing competencies on equipment manipulation & positioning while demonstrating appropriate patient care and radiation protection principles. 100% of the class passed their competencies. However, even with an 8:1 ratio of teacher to students, it is difficult to demonstrate, practice, and skills test on equipment that keeps breaking down.  
 Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource The collimator lights are continually going out making that particular positioning station unusable until service arrives on another day. The x-ray tube equipment needs to be replaced.  
 Comments No

*Second Reflection set*

**Finding** This course is the laboratory component of RT51C. Students are expected to apply what they have learned in the didactic component to the laboratory setting by performing image evaluation and identifying anatomy for selected radiographic procedures of the spine, ribs and skull. Though 100% of the class passed this component of their competencies, it is difficult to have a group of eight identify anatomy off of one small computer screen, or at a distance of several feet for viewbox viewing.

**Content** None

**Method** None

**Assignment** None

**Evaluation** The lab skills test form should be updated and more generalized. Image identification should be performed on better viewboxes or digitally.

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Ideally, room 5305 should have a permanent multimedia set-up where images can be shown electronically on a large screen. If this is cost prohibitive, brighter and proper functioning viewboxes should be purchased and installed.

**Comments** no

#### R T 53D APPLIED RADIOLOGIC TECHNOLOGY IV

**Finding** 100% of the class passed their competencies. This class was a good bridge to the 2nd year clinical component.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** no

**Resource** no

**Comments** no

#### *Second Reflection set*

**Finding** Students applied their knowledge of the tree previous quarter image evaluation techniques and scored 100% in tis evaluation.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** no

**Resource** no

**Comments** no

#### R T 54A BASIC PATIENT CARE FOR IMAGING TECHNOLOGY

**Finding** The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

**Content** The H1N1 outbreak warranted significant mention during this class. Need to add novel flu viruses to the infection control portion of the syllabus and lecture.

**Method** Demonstrate the use of PPE. Add CDC data and guidelines for specific novel flu viruses.

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

Other None

Resource Textbook copies for library use (reserve and stacks).

Comments No

*Second Reflection set*

**Finding** The results of the final examination assessment indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.

Content None

Method Use visual aids such as the sphygmomanometer and BP cuff.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Lab supplies for vital signs monitoring. Textbook copies for library use (reserve and stacks).

Comments No

R T 54B LAW & ETHICS IN MEDICAL IMAGING

**Finding** 100% of students successfully mastered the course material as indicated by the results of the final assessment. A quiz should be added to cover the topic more.

**Content** Need to adjust where informed consent is covered because this topic is important to all aspects of patient care and thus should be addressed earlier in the course.

Method None

Assignment The assignments will stay the same.

Evaluation Add one additional quiz during the quarter.

Current SLO None

Assessment. None

Other None

Resource No

Comments No

*Second Reflection set*

**Finding** The students were well-prepared early in the quarter for the legal aspects of this class. However, it is too information heavy in the first half of the quarter.

**Content** The order of subjects need to be adjusted or spread out over the entire course, rather than being so difficult for the first half of the class.

**Method** I like the new book used for the course. In the further, I will use the scenarios in the book in class to help stimulate dialogue in addition to the real-life situations we already discuss.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource No

Comments No

R T 54C RADIOGRAPHIC PATHOLOGY

**Finding** Based on the assessments findings all students have a good grasp on respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.

Content None

Method None

**Assignment** Additional assignments that would require students to identify indications or procedures in the clinical setting.

Evaluation None

Current SLO None  
 Assessment. None  
 Other None  
 Resource Must have classroom with view boxes.  
 Comments No

*Second Reflection set*

**Finding** Based on the assessments findings all students have a good grasp of the appearance of pathology in the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource Must have classroom with view boxes.  
 Comments No

R T 61B RADIOLOGY RESEARCH PROJECT

**Finding** The results from the data indicate that the students met the objectives of the course. The research project was successfully mastered by the students. All components of the project were evaluated using an updated assessment checklist.

Content None  
 Method Continue to review checklist criteria during the quarter.  
 Assignment None  
 Evaluation An updated project checklist was utilized this quarter. No further checklist development is needed.  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments No

*Second Reflection set*

**Finding** The results from the data indicate that the students met the objectives of the course. The research project was successfully mastered by the students. The oral presentation and display board were evaluated using an updated assessment checklist.

Content None  
 Method Continue to review checklist criteria during the quarter.  
 Assignment None  
 Evaluation An updated project checklist was utilized this quarter. No further checklist development is needed.  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource None  
 Comments In the future, I would like to adjust the project due date to allow for student participation in professional scientific display competitions.

R T 62A ADVANCED MODALITIES IN IMAGING

**Finding** The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 22/22 students.

Content None  
 Method Expand the discussion of computed tomography topics.

Assignment None

Evaluation Development additional critical thinking questions for the examinations.

Current SLO None

Assessment. None

Other Continue to update the lecture material with digital images.

Resource None

Comments No

### *Second Reflection set*

Finding The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 22/22 students.

Content Expand the content to include more sectional anatomy of the extremities.

Method None

Assignment None

Evaluation Development additional critical thinking questions for the examinations.

Current SLO None

Assessment. None

Other None

Resource An updated overhead visualizer is needed in room 5210 to project radiographic images. The display of radiographic images requires a high resolution visualizer.

Comments No

## R T 62B SPECIAL PROCEDURES & EQUIPMENT

Finding 100% of the students successfully mastered the course content as indicated by the results of the final examination.

Content None

Method Utilization of skull models reinforced anatomy for the students. Use of models of individual bones would be very beneficial.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Funding for models of individual skull and facial bones; funding to replace existing skull models.

Comments None

### *Second Reflection set*

Finding 100% of the students successfully mastered the course content as indicated by the results of the final examination.

Content None

Method Although vascular anatomy is reviewed, the emphasis has changed - use of angiography to capture the anatomy has been widely replaced by the use of MDCT, thus more MDCT images are incorporated into syllabus.

Assignment None

Evaluation None

Current SLO None

Assessment. None

Other None

Resource Textbooks with MDCT vascular images or funding to purchase posters / visual aids of MDCT volume rendered vascular anatomy.

Comments No

## R T 62C PROFESSIONAL DEVELOPMENT IN RADIOLOGY

Finding Students indicated a desire to have more time committed to professional development such as interview skills and resume writing.

Content None  
 Method Adding more guest speakers or roll-playing for interviews.  
 Assignment Ensure that mock interviews are performed at the clinical affiliates.  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource Guest speakers  
 Comments No

*Second Reflection set*

Finding It was difficult for the students to understand some of the quality assurance testing methods because the testing is based on film technology, which they are not exposed to in the clinical setting anymore. Our affiliates all use digital technology. Film-based quality assurance must still be taught as this course is based on the ASRT curriculum for radiologic technology programs.  
 Content Recommendation is to cut quality assurance from this course and absorb it into other courses.  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource Collaborate with other instructors to incorporate quality assurance in other courses.  
 Comments No

R T 62D APPLIED RADIOLOGIC TECHNOLOGY No SLO record.  
 R T 63 ADVANCED RADIOGRAPHIC PRINCIPLES

Finding Students became familiar with over 1400 test questions that were in the format of the national board exam in radiologic technology. This accomplishment was the biggest help in alleviating the fear of the type of questions that would be asked.  
 Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource No  
 Comments Instructor must purchase the same online review source as the students to be able to answer their questions. Current price is \$35.00 for 6 months.

*Second Reflection set*

Finding Some students could pass the online test with 85% or better on the first try, but most took 3-4 tries. This was a big time issue if the student waited until the night before to do the online test. The end result was that 100% of the students passed the practice radiologic technology tests with a minimum score of 85%.  
 Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None



**Resource** Instructor must purchase the same online review source as the students to be able to answer their questions. Current price is \$35.00 for 6 months.

**Comments** Full reflection cannot be completed on this course until the results from the national board exam are given to the program in January 2010. It is important however, to do these reflections as soon as the course has ended (end of spring quarter).

100% of students passed the ARRT exam with a mean score of 90.6.

R T 63A RADIOGRAPHIC CLINICAL PRACTICUM I

**Finding** The results of the assessment tool (clinical evaluation) is that the students learned the basic principles of the course. Students were able to demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting.

**Content** None

**Method** None

**Assignment** None

**Evaluation** Continue to evaluate the clinical assessment tool.

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

*Second Reflection set*

**Finding** The results of the assessment tool (clinical evaluation) is that the students learned the basic principles of the course. Students were able to perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures in the clinical setting.

**Content** None

**Method** None

**Assignment** None

**Evaluation** Continue to evaluate the clinical assessment tool.

**Current SLO** None

**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 that the students learned the basic principles of the course. Students were able to demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting.

**Content** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**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** none

**Method** none

**Assignment** none

**Evaluation** none

**Current SLO** none

**Assessment.** none

**Other** no

**Resource** no

**Comments** no

#### R T 63C RADIOGRAPHIC CLINICAL PRACTICUM III

**Finding** This course is the clinical component of RT62C. Students are expected to apply what they have learned in the didactic component to the clinical setting by passing competencies on equipment manipulation & positioning while demonstrating appropriate patient care and radiation protection principles. 100% of the class passed their competencies.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

#### *Second Reflection set*

**Finding** This course is the clinical component of RT62C. Students are expected to apply what they have learned in the didactic component to the clinical setting by passing competencies. 100% of the class passed the image evaluation component of their competency skills test.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** No

#### R T 63D RADIOGRAPHIC CLINICAL PRACTICUM

#### R T 64 FLUOROSCOPY

**Finding** 100% of the class passed the final of which 40% were composed of regulatory provisions and radiation safety measures.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

Resource None

Comments n/a

*Second Reflection set*

**Finding** 100% of the class passed Quiz #1 which included questions asking for identification of the parts of the image intensifier.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** N/A

R T 65 MAMMOGRAPHY

**Finding** The results of the final examination assessment indicated that the students learned the human structure, function, pathology and radiographic positioning relating to the human breast. The final examination was a comprehensive written test that covered all topics covered during the course. The material was mastered by 100% of the students.

**Content** Continue to update course content as outlined by the ARRT Content Specifications.

**Method** Pathology Lecture: Update images used in PowerPoint lecture.

**Assignment** Continue to develop and update directed reading assignments.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** The results of the final examination assessment indicated that the students learned the basic principles of mammographic image production and equipment. The final examination was a comprehensive written test that covered all topics covered during the course. The material was mastered by 100% of the students.

**Content** Continue to update course content as outlined by the ARRT Content Specifications.

**Method** Digital Imaging: Develop lectures to include more information.

**Assignment** Continue to develop and update directed reading assignments.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** None.

**Resource** Purchase a Digital Mammography QC Kit to support lecture discussion.

**Comments** No.

R T 71 ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING

**Finding** The results of the assessment tool (clinical evaluation) is that the student learned the basic principles of the course. Student was able to manipulate MRI equipment and demonstrated appropriate patient care and magnetic safety techniques.

**Content** None

**Method** None

**Assignment** None

**Evaluation** Update criteria for the case presentation evaluation.

**Current SLO** None

Assessment. None  
 Other None  
 Resource No  
 Comments No

*Second Reflection set*

**Finding** The results of the assessment tool (clinical evaluation) is that the student learned the basic principles of the course. Student was able to critique and distinguish relevant sectional anatomy and pathology related to magnetic resonance imaging.

Content None  
 Method None  
 Assignment None  
 Evaluation None  
 Current SLO None  
 Assessment. None  
 Other None  
 Resource No  
 Comments No

R T 72 VENIPUNCTURE

**Finding** This did not get communicated to new instructor and will need to be followed up next summer: Course needs to address new criteria being used to evaluate patients prior to contrast media injection. This should include medication reconciliation required by the Joint Commission - National Patient Safety Goals.

**Content** Addition of information on new NPSG pertaining to medication reconciliation.

**Method** none

**Assignment** Students gather sample medication reconciliation forms from clinical sites.

**Evaluation** Again, not communicated to new instructor: Group assignments-Gather and report on medication reconciliation forms and how these are implemented at clinical affiliates.

**Current SLO** Address additional items noted in response to #1 above.

**Assessment.** Add test questions to address the additional information to be covered.

**Other** n/a

**Resource** None

**Comments** Same as last summer: Lab component of class required mannequins that need to be replaced periodically, and purchase of necessary supplies. Location of lab also needs to allow for proximity to sinks to facilitate set-up.

*Second Reflection set*

**Finding** As with the first SLO, the reflections were not communicated to the new instructor but will be implemented next summer: Course needs to address new criteria being used to evaluate patients prior to CM administration. This should include evaluation of GFR, and discussion about Nephrogenic Systemic Fibrosis. Add information about pre-medication of patients with known allergic history.

**Content** Discussion about nephrogenic systemic fibrosis  
 Discuss glomerular filtration rate and how it should be measured  
 Discuss premedication protocols for patients with known prior ADR or predisposition to ADR

**Method** none

**Assignment** Students to identify policies and procedures used by clinical sites for patient pre-medication  
 Students identify method that facility uses to assess/measure GFR and risk for NSF

**Evaluation** Group assignments-Gather and report on pre-medication policies and procedures being used by clinical affiliates as well as processes for measurement and assessment of GFR

**Current SLO** Address additional items noted in response to #1 above.

**Assessment.** Add test questions to address the additional information to be covered

**Other** n/a

**Resource** no

## Comments no

R T 74 ADVANCED CLINICAL EXPERIENCE: COMPUTED TOMOGRAPHY  
 R T 200L RADIOLOGIC TECHNOLOGY AS A CAREER

**Finding** The result of the assessment method (clinical observation form) indicates that the students understood the basic principles of the course. Each student participated in a radiology clinical visit.

**Content** None

**Method** None

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** No

**Comments** No

*Second Reflection set*

**Finding** The result of the assessment methods (written assignment and oral report) indicates that the students understood the basic principles of the course. Each student participated in a radiology clinical visit and presented an oral report to the class.

**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

26 of 20 Course IDs for *RAD* in the Fine Arts and Communication Division  
 have SLOs Defined.

2009-2010

Course ID	Title	Reflections
RAD 70	SPECIAL PROJECTS IN RADIO	
RAD 80	FUNDAMENTALS OF RADIO PRODUCTION & STATION OPERATION	
RAD 81	HISTORY OF RADIO 1920-PRESENT	
RAD 90A	NEWS & INFORMATION PRODUCTION I	
RAD 90B	NEWS & INFORMATION PRODUCTION II	
RAD 90C	NEWS & INFORMATION PRODUCTION III	
RAD 90D	NEWS & INFORMATION PRODUCTION IV	
RAD 91A	RADIO STATION SALES & MARKETING I	
RAD 91B	RADIO STATION SALES & MARKETING II	
RAD 91C	RADIO STATION SALES & MARKETING III	
RAD 91D	RADIO STATION SALES & MARKETING IV	
RAD 92A	RADIO PROGRAMMING & PRODUCTION I	
RAD 92B	RADIO PROGRAMMING & PRODUCTION II	
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

32 of 34 Course IDs for *RSPT* in the Biological and Health Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
RSPT 50A	RESPIRATORY THERAPY PROCEDURES	
RSPT 50B	INTRODUCTION TO PROCEDURES & HOSPITAL ORIENTATION	
RSPT 50C	THERAPEUTICS & INTRODUCTION TO MECHANICAL VENTILATION	
RSPT 51A	INTRODUCTION TO RESPIRATORY ANATOMY & PHYSIOLOGY	
RSPT 51B	RESPIRATORY PHYSIOLOGY	
RSPT 51C	PATIENT ASSESSMENT & PULMONARY DISEASE	
	<b>Finding</b> Regarding this particular SLO, 96% of the students answered the question correctly. In order to answer the question correctly an understanding of the disease process, how it manifests and what are the correct treatment modalities used.	
	<b>Content</b> None	
	<b>Method</b> The teaching method used to deliver the information consisted of: Power point presentation, case studies, and review of relevant research.	
	<b>Assignment</b> Assignments consisted of examining CXR and being able to diagnose the different diseases, as well as reading assignments.	
	<b>Evaluation</b> There were 3 in class exams, 1 take home exam and a final.	
	<b>Current SLO</b> To differentiate the major respiratory disorders according to etiology, clinical signs and symptoms, and treatment approaches.	
	<b>Assessment.</b> Successful. 96% students answered the embedded multiple choice questions correctly.	
	<b>Other</b> None	
	<b>Resource</b> Limit the required texts for the course to 2, and ensure the two do not have conflicting information.	
	<b>Comments</b> I would like to provide access to digital x rays.	
	<b>Second Reflection set</b>	
	<b>Finding</b> Regarding physical exams, the students grasped the information and were able to answer the related questions correctly more than 80% of the time. In regards to chest x-rays the results were 90% or better.	
	<b>Content</b> I would like to include digital x-rays as well as online case studies for the students.	
	<b>Method</b> Power point Presentations, viewing actual Chest x-rays and practicing performing physical exams.	
	<b>Assignment</b> The students were given assignments that they performed on their patients at clinic.	
	<b>Evaluation</b> 3 exams 1 take home exam and a final. the lab portion had 2 assignments for clinic.	
	<b>Current SLO</b> Analyze physical exams and chest x-rays and relate the data to the patient's condition and anticipate problems which may occur.	
	<b>Assessment.</b> The students were successful in understanding how to read chest x-rays and how to relate that data back to the patient and the different diseases.	
	<b>Other</b> None	
	<b>Resource</b> More take home exams and assignments.	
	<b>Comments</b> Digital x-rays	
RSPT 52	APPLIED SCIENCE FOR RESPIRATORY THERAPY	
RSPT 53A	INTRODUCTION TO RESPIRATORY THERAPY PHARMACOLOGY	
RSPT 53B	ADVANCED RESPIRATORY THERAPY PHARMACOLOGY	
RSPT 54	ORIENTATION TO RESPIRATORY CARE	
RSPT 55A	DIRECTED STUDIES IN RESPIRATORY THERAPY I	

**Finding** The students do not always retain information that is presented in this medium.

Reinforcement of content in concurrent classes helps students with retention.

**Content** Content will be updated to reflect the latest technology and practices. New media will be purchased to replace outdated material.

**Method** no changes will be made

**Assignment** Computer Modules and simulations

**Evaluation** Exams, quizzes and self evaluation questions throughout modules

**Current SLO** Student will be able to describe steps involved in performing a vital signs assessment

**Assessment.** All students achieved a passing score of >75% on all modules, including vital signs assessment

**Resource** Update media and content as needed

#### *Second Reflection set*

**Finding** The students do not always retain information that is presented in this medium.

Reinforcement of content in concurrent classes helps students with retention.

**Content** Content will be updated to reflect the latest technology and practices. New media will be purchased to replace outdated material.

**Method** No changes will be made

**Assignment** Computer modules and assignments will be adjusted as new media is obtained

**Evaluation** Exams, quizzes and self evaluation questions throughout modules

**Current SLO** Students will identify various types of oxygen equipment and the differences between them

**Assessment.** All students achieved a passing score of >75% on all modules, including vital signs assessment

**Resource** Update content as it becomes available

RSPT 55B DIRECTED STUDIES IN RESPIRATORY THERAPY II

RSPT 55C DIRECTED STUDIES IN RESPIRATORY THERAPY III

**Finding** This is a media class in which the students must complete media assignments to enhance material covered in 51C concurrently. students needed to receive a minimum score in order to complete and pass this class.

**Content** Media assignments related to content currently being taught.

**Method** Self paced media modules.

**Assignment** 10 computer based assignments. including Auscultation of Breath Sounds

**Evaluation** They needed to turn in printed proof of completion for all assignments completed.

**Current SLO** Identifies Breath sounds correctly.

**Assessment.** All students completed their assignment with 75% or better. Successful.

**Other** No

**Resource** Updated web based learning and updated content.

**Comments** New software for the students.

#### *Second Reflection set*

**Finding** All students completed their assignment with 75% or better. This course is self paced and students are allowed to repeat modules until they have achieved a satisfactory pass rate of at least 75%.

**Content** Update the course content as necessary.

**Method** Computer based training.

**Assignment** 10 assignments. Including Arterial Blood Gas Interpretation.

**Evaluation** Completion of all 10 modules with 75% or better.

**Current SLO** Analyzes arterial blood gases.

**Assessment.** Successful.

**Other** None

**Resource** Update the media modules with more current software.

**Comments** Web based software.

RSPT 55D DIRECTED STUDIES IN RESPIRATORY THERAPY IV



RSPT 55E DIRECTED STUDIES IN RESPIRATORY THERAPY V  
 RSPT 55F DIRECTED STUDIES IN RESPIRATORY THERAPY VI  
 RSPT 55G DIRECTED STUDIES IN RESPIRATORY THERAPY VII

**Finding** This course is self paced where students complete computer based modules. They must pass with at least 75% or better. Clinical simulations must be repeated until a score of 100% is achieved.

**Content** Update software

**Method** Software.

**Assignment** 17 assignments. All of the clinical simulations pertain to this SLO.

**Evaluation** Post test and 100% on information gathering and decision making for all clinical simulations.

**Current SLO** Interprets data correctly and chooses correct treatments in the computer modules.

**Assessment.** All students completed successfully. One student turned in incomplete paperwork and received a C grade, all others achieved an A for the course.

**Other** No

**Resource** Update data and modules.

**Comments** No

### *Second Reflection set*

**Finding** Students must achieve 100% in information gathering and decision making in order to complete all clinical simulations.

**Content** Software consisting of practice modules for the written entry level, registry and clinical simulation exams.

**Method** computer based modules.

**Assignment** 17

**Evaluation** post tests, information gathering and decision making.

**Current SLO** identifies respiratory problems based on information provided and chooses correct tests and procedures in the clinical simulations.

**Assessment.** Successfully completed by all students.

**Other** No

**Resource** Update software.

**Comments** no

RSPT 60A CARDIOLOGY FOR RESPIRATORY THERAPISTS  
 RSPT 60B ADVANCED CARDIAC LIFE SUPPORT  
 RSPT 60C PULMONARY DIAGNOSTICS

**Finding** Students participated in practices and diagnostic testing at clinics. The students understood relevant data and information and all students successfully passed the class.

**Content** The course will be taught by someone else next year changes at this point are unknown.

**Method** Lecture and demonstration.

**Assignment** The students were assigned to spend one clinic day at a pulmonary function lab.

**Evaluation** Exams

**Current SLO** Relate results to disease process and recommends appropriate therapy.

**Assessment.** positive, all students met goals.

**Other** none

**Resource** implementation of new body box for additional resources will enable more hands on practice for the students.

**Comments** no

### *Second Reflection set*

**Finding** Students were able to successfully perform testing on each other. Students were able to demonstrate proper techniques.

**Content** The addition of a body box will allow more hands on time for the students.

**Method** lecture and demonstration.

**Assignment** PFT clinic mini rotation.

**Evaluation** exams and performance check offs.

**Current SLO** Perform selected cardio-pulmonary diagnostic tests.

**Assessment.** Positive

**Other** no

**Resource** We need a replacement teacher for this course.

**Comments** no

RSPT 61A	ADULT MECHANICAL VENTILATION	
RSPT 61B	PERINATAL RESPIRATORY CARE	
RSPT 61C	HOME & REHABILITATIVE RESPIRATORY CARE	
RSPT 61D	PEDIATRIC RESPIRATORY CARE	No SLO record.
RSPT 62	MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION	

**Finding** The students seemed to take special interest in completing the resume and cover letter that was part of the assignment. The current job situation has influenced the students' approach to this particular assignment.

**Content** I believe a more comprehensive review of all material covered since the start of the program will benefit the students in this last class before taking the program final.

**Method** Power Point presentations, Hand outs and in-Class exercises.

**Assignment** The students had to write a resume, cover letter, analysis of the areas they were weak in and they had to complete an exercise on the different management styles.

**Evaluation** The course evaluation consisted of Quality of their Resume and Cover Letter and of their self-analysis report. The program final a secured CRT entry level exam was given at the end of the quarter.

**Current SLO** Create a Resume and a Cover Letter.

**Assessment.** All students successfully wrote their cover letters and Resumes and passed the program final.

**Other** None

**Resource** More basic and comprehensive review to prepare for the program final.

**Comments** No

#### *Second Reflection set*

**Finding** The students needed much more help than I had anticipated when it came to preparing their license application and turning it in on time.

**Content** More time dedicated to explanation of the application process.

**Method** Power Point Presentation, Hand outs and Web searches.

**Assignment** Fill out application and follow procedure for applying.

**Evaluation** Correctly fill out application, understand the process..

**Current SLO** Prepares the applications for licensure and board exam.

**Assessment.** All students eventually filled out their applications for licensure, some needing more help than others.

**Other** None

**Resource** I think it would be beneficial to invite someone from the Respiratory Care Board(licensing agency for CA)to explain the process and answer any questions.

**Comments** no

RSPT 63A	ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMENT	
RSPT 65	COMPUTER PATIENT SIMULATIONS	
RSPT 70A	CLINICAL ROTATION I	
RSPT 70B	CLINICAL ROTATION II	
RSPT 70C	CLINICAL ROTATION III	
RSPT 70D	CLINICAL ROTATION IV	
RSPT 71A	EXTENDED CLINICAL INTERNSHIP IN RESPIRATORY THERAPY	No SLO record.
RSPT 71B	EXTENDED CLINICAL INTERNSHIP IN RESPIRATORY THERAPY	No SLO record.
RSPT 200L	INTRODUCTION TO RESPIRATORY THERAPY	

**Finding** All the students who submitted the report answered this correctly, 2 students did not turn in the report.

**Content** I think the content course is adequate for an introduction to Respiratory therapy.

**Method** The students had to do web searches in order to locate all of the information that was asked.

**Assignment** There was a 2 part report they needed to complete.

**Evaluation** Grading of the report by the instructor.

**Current SLO** Describe the state licensing requirements for respiratory care practitioners.

**Assessment.** Positive except for the students who failed to turn in the report.

**Other** No

**Resource** I would like to include more information in a classroom setting as well as in class assignments that involve writing.

**Comments** no

#### *Second Reflection set*

**Finding** The information provided is very eye opening. Many students enrolled in this class are unaware of the demands of the program and of the challenges involved.

**Content** The student visits a hospital and gets to experience first hand what it takes to be a Respiratory Therapist.

**Method** Presentation, lecture and visit to a hospital.

**Assignment** Paper report. Visiting a hospital.

**Evaluation** Paper

**Current SLO** Summarize the demands of the program, both academic and personal and describes the personal and academic preparation needed to enter the respiratory therapy program.

**Assessment.** positive.

**Other** No

**Resource** More in class time and writing assignments.

**Comments** no

21 of 21 Course IDs for SOC in the Business and Social Sciences Division  
have SLOs Defined.

2009-2010

Course ID	Title	Reflections
SOC 1	INTRODUCTION TO SOCIOLOGY	
	<b>Finding</b> Data were collected in all sections of Soc 1 and successful responses to the sociological imagination question ranged from 85 - 90 %.	
	<b>Content</b> 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.	
	<b>Method</b> See a. above.	
	<b>Other</b> Overall, students in Soc 1 courses this quarter did well in this SLO assessment.	
	<i>Fifth Reflection set</i>	
	<b>Finding</b> 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.	
	<i>Sixth Reflection set</i>	
	<b>Finding</b> 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 - over 80% - can identify the two main component parts of the sociological imagination. This is an acceptable rate.

**Content** None.

SOC 10 INTRODUCTION TO SOCIAL RESEARCH

**Finding** Assessment.

Students were asked to identify methods in used in a research paper. Of 40 students, 38 could identify the proper method. Students were asked to find claims in a research paper. 37 out of 40 students were able to accurately identify claims.

**Reflection**

The data suggests that students were able to meet the SLO.

**Method** I do not feel

that structuring an objective in this way has helped me teach research methods. I do not see the benefit to students of structuring an objective in this fashion. Students should understand the items chosen in the objectives but this particular way of structuring a learning objective is inefficient because it distracts from the myriad of learning goals that are met in every class every day.

One of the learning objectives of social science research methods should be that the ethnographic work is often necessary to understand what is actually happening in a, for instance, a college classroom. Those that create quantitative assessments without an ethnographic grounding tend to be so far remove from the actual work being done, that their assessments are without relevance. For example if I made a test for legislators without actually speaking with and observing them, it is very unlikely that my test will be relevant for them.

SOC 11 INTRODUCTION TO SOCIAL WELFARE

**Finding** (the correct answer was: Social work's primary focus is with individuals and families.) 66% of the class got it right compared to 57% who got it right during the Fall Quarter

**Content** I will continue to emphasize the importance of understanding and demonstrating one's knowledge of this point during classes.

During the Fall 2010 Quarter, I will put more emphasis on all three of these in my lecture notes to see if students can get closer to the goal of 100% In reviewing the test scores of students who missed these questions, several students missed all three and many of these same students did poorly on the exam which is an indication that many did not read the material thoroughly or review my exam review notes.

*Second Reflection set*

**Finding** (The correct answer was Community Organization. 72% of the students in the Fall Quarter got this correct.

**Content** During the Fall 2010 Quarter, I will put more emphasis on all three of these in my lecture notes to see if students can get closer to the goal of 100% In reviewing the test scores of students who missed these questions, several students missed all three and many of these same students did poorly on the exam which is an indication that many did not read the material thoroughly or review my exam review notes.

*Third Reflection set*

**Finding** Learning Objective question

The current welfare regulations and attitudes about the poor in this country were influenced primarily by the following:

- A. European Poor Laws 0%
- Correct B. Elizabethan Poor Laws 73%
- C. The U.S. Constitution 7%
- D. The Protestant Ethics 15%
- E. Laissez Faire 7%
- No answer given: 2%

**Content** The question that I presented to my class is above. It is a question that I thought over 85-90% of the class should have gotten right since it was covered several times in the lecture notes as well as in the text. There were even several examples of how the current welfare legislation and early policies of the first settlers were patterned after the Elizabethan Poor Laws of England. My belief is that many of the students who missed it, did not read the text or lecture notes carefully or not at all. Therefore, I will encourage my students to continue to read for meaning in the course.

(The correct answer was: The Elizabethan Poor Laws) 73% of the students got it right but 85% of the students got it right during the Fall Quarter. I am not sure why there was such a difference. The academic performance in both groups was about the same for the quarter and the same material was available to both groups.

During the Fall 2010 Quarter, I will put more emphasis on all three of these in my lecture notes to see if students can get closer to the goal of 100% In reviewing the test scores of students who missed these questions, several students missed all three and many of these same students did poorly on the exam which is an indication that many did not read the material thoroughly or review my exam review notes.

**Method** I will continue to encourage my students to read for meaning and discuss this important historical component more in the course.

SOC 15

## LAW &amp; SOCIETY

*Second Reflection set*

**Finding** The outcome above was assessed through a final examination where students were asked to use differing theoretical approaches to analyze a recent event involving formal and informal legal institutions as reported through local media. All students who took the exam demonstrated some ability to compare and contrast major theoretical approaches.

**Content** In reflection of the SLO process I found it to lack any differentiation from the normal course of affairs in my courses, except for the additional bureaucratic reports.

**Resource** What would help meet the objectives is easier access to sociological journal and a well funded library. This would allow greater access to theoretically informed research and allow students a greater experience in the approaches.

SOC 19

## ALCOHOL &amp; DRUG ABUSE

**Finding** Student Learning Outcome #1

Students will describe the role of social values in relation to scientific evidence in the definition of drug abuse.

Out of 41 students assessed, approximately 85 percent of students met this Student Learning Objective.

Students were assessed as to whether or not they received a passing score on a writing assignment. The following is an example of this writing assignment: What factors contribute binge drinking among college students?

## Student Learning Outcome #2:

Students will explain the component parts of social control theory.

Out of 39 students assessed, approximately 85 percent of students met this Student Learning Objective.

Students were assessed as to whether or not they received a passing score on a midterm exam. The following is an example of the topics included on this assignment: Social Control Theory (key term), Values, Positivist School & Functionalist.

#### Student Learning Outcome #3

Students will describe the component parts of a harm reduction approach to drug abuse.

Out of 39 students assessed, approximately 85 percent of students met this Student Learning Objective.

Students were assessed as to whether or not they received a passing score on a midterm exam. The following is an example of the topics included on this assignment: Harm Reduction (key term), Maintenance Programs & Reducing Risky behaviors.

**Content** I found the measurement of these objectives to be subjective but I tried to be objective. It was useful to match important course concepts with some kind of measurement. Next time I plan to modify my assessments. My students were well prepared and did not experience any difficulties meeting the Student Learning Objectives. The only exception was that some students were not well prepared for writing scholarly papers but did achieve the content objective.

#### SOC 20

##### MAJOR SOCIAL PROBLEMS

**Finding** SLO: Students will be able to explain the connection between private troubles and public issues as they relate to social problems.

Assessment used: Discussion and analysis of an episode of 'This American Life'. Students were required to submit a minimum 2-page typed paper focusing on the following:

\*\*\*Apply C. Wright Mills' concepts of personal troubles and public issues to the Gwartneys' experiences. Specifically, explain how the analysis of Stephanie and Amanda's rebellion can be transformed from a focus on personal troubles to one about public issues.\*\*\*

A rubric was used to grade student submissions. Data reveals that:

- 1) 11 out of 29 students (38%) scored at proficient or excellent.
- 2) 7 out of 29 students (24%) scored at adequate.
- 3) 6 out of 29 students (21%) scored at developing.
- 4) 5 out of 29 students (17%) scored at unacceptable.

**Content** STATEMENT OF REFLECTION ABOUT THE SLO PROCESS AND HOW WELL STUDENTS DID:

This assignment is one of my favorites for getting to the core of the meaning behind private troubles and public issues. I was pleased that 2/3 of the students received a passing grade on the assignment. The hardest part of this process with an online class is trying to explain to students that they really need to utilize all 3 of their sources for learning the sociological imagination – the explanation in the text, the original piece by Mills in the text, and the lecture notes in the module. The students who scored the best clearly used (and cited!) from those sources and had a much more solid comprehension. After the assignment was scored and returned to students, I followed up with students by posting examples from current and past students that modeled the 'excellent' category on the rubric. We'll see how well it worked – there is a question on the final exam that asks about the sociological imagination again!

**Assignment** STATEMENT ABOUT ADJUSTING COURSE OR OTHER INSTITUTIONAL NEEDS:

The clearest finding for me (and one that is not that surprising) is that because I assign this paper early on in the quarter, I realize that some students are not equipped to analyze issues using this frame of thinking so early on in the quarter. I need to ensure

that I give students appropriate foundations in the concept of the sociological imagination and the expectations of this assignment before the assignment is due and continue to do follow-up. I am happy to report that the overall writing quality was good.

**Resource** STATEMENT ABOUT ADJUSTING COURSE OR OTHER INSTITUTIONAL NEEDS:

The clearest finding for me (and one that is not that surprising) is that because I assign this paper early on in the quarter, I realize that some students are not equipped to analyze issues using this frame of thinking so early on in the quarter. I need to ensure that I give students appropriate foundations in the concept of the sociological imagination and the expectations of this assignment before the assignment is due and continue to do follow-up. I am happy to report that the overall writing quality was good.

**SOC 21** PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES

*Third Reflection set*

**Finding** 1) Overall, the student papers were very good. Greatly improved over last year. However, I found that I still needed to rewrite a few of the essay questions, realizing that some still weren't specific enough to assess student understanding.

2) I clarified some of the multiple-choice exam questions this year, and students did significantly better on the exam. A lot of A's!

**SOC 23** RACE & ETHNIC RELATIONS

**Finding** The most important findings from my data was that students in general were able to correctly identify the Sociological theories of racial and ethnic integration. Out of a small class of 15, 12 got all five answers correct, 2 got 4 out of 5 correct and only 1 only got two correct.

**Content** I think it is important for me to continue to challenge my students to understand theory. Theory is important for analyzing current and historical patterns of race relations and the theory section of the course is what makes this course different from a history or contemporary issues course.

**Method** Some of my teachings leading up to this exam that I used to help students utilize theory to analyze race relations was group work in which I would have students utilize a specific theory of race to analyze the experience of a racial group during a specific era of US history. I will continue to allow class time for students to work through theoretical frameworks.

**Assignment** One of the assignments for the course was an essay requiring students to discuss the process of racialization using one of the conflict theories for the course. This essay proved successful for helping students not only recognize but apply conflict theories.

**Evaluation** I will not make any changes to these.

**Current SLO** I will not be making any changes to the SLO

**Assessment.** I view this particular assessment as a very small part of what I use to assess this learning outcome so I do not feel that it is necessary to change it. I also don't feel it is the most useful assessment for gathering data that is truly revealing of the learning process.

**Other** I really think that this assessment process is hugely flawed. It actually makes instructors pare down the learning process to its most base and inconsequential parts. I don't think learning can be compartmentalized. For example, I never really can make a final assessment about my student's progress until I see how they did overall in the course. Trying to understand if my students are learning what I want them to learn by looking at the way that they answer a few questions is like trying to see if the economy is doing better by looking at the amount of eye cream people are buying.

*Second Reflection set*

**Finding** Out of a finishing class of 13, 12 students got all questions correct on the final exam. This data suggests that students were able to correctly identify aspects of migration theory.

**Content** Theory is an important part of this course so I will not be making any changes to the theory content of the course.

**Method** I do not plan to change my teaching methods.



**Assignment** I think my assignments have prepared students to identify theory in a much more simpler assessments (multiple choice question)

**Evaluation** No changes will be made.

**Current SLO** No changes will be made.

**Assessment.** No changes

**Resource** We need to make sure that a person who has demonstrated expertise in teaching race and ethnicity courses is hired to teach this course when I leave. We need an FTE in sociology.

SOC 30	SOCIAL PSYCHOLOGY	
SOC 34H	HONORS INSTITUTE SEMINAR IN SOCIOLOGY	No SLO record.
SOC 35	DEPARTMENT HONORS PROJECTS IN SOCIOLOGY	
SOC 35X	DEPARTMENT HONORS PROJECTS IN SOCIOLOGY	
SOC 35Y	DEPARTMENT HONORS PROJECTS IN SOCIOLOGY	
SOC 35Z	DEPARTMENT HONORS PROJECTS IN SOCIOLOGY	
SOC 36	SPECIAL PROJECTS IN SOCIOLOGY	

**Finding** In this course the learning objectives are negotiated between the professor and the student.

One student learning objective involved using Foucault's analysis of the medical vision to understand the current healthcare debate. The student wrote a paper to demonstrate that understanding.

**Other** Reflection: The general nature of the SLO is not appropriate to the specific nature of independent study. The independent study suggests the possibility of a sociology of health/medicine course at Foothill. This reflection is made possible by the course, not any particular SLO.

**Resource** Reflection: The general nature of the SLO is not appropriate to the specific nature of independent study. The independent study suggests the possibility of a sociology of health/medicine course at Foothill. This reflection is made possible by the course, not any particular SLO.

SOC 36X	SPECIAL PROJECTS IN SOCIOLOGY
SOC 36Y	SPECIAL PROJECTS IN SOCIOLOGY
SOC 36Z	SPECIAL PROJECTS IN SOCIOLOGY
SOC 40	ASPECTS OF MARRIAGE & FAMILY

*Second Reflection set*

**Finding** To evaluate how students understand the sociological imagination, I used a short answer essay question on the midterm exam:  
How would someone with a sociological imagination—ability to make connections between their personal lives and the historical period in which those lives are lived—analyze marriage and family? List FOUR questions he or she would ask, relate these four questions to FOUR class readings.

Overall most students were able to grasp the connection between what Mills' sociological imagination describes as personal troubles and public issues. Some of the connections that students described in their answers related to Divorce, Marriage, Remarriage and Teen Pregnancy. For example, a personal trouble might be one or two people getting divorced, but when the divorce rate researches a level of 40-50% in society, then the issue of divorce is now a public issue. So, a question one might ask could be:  
What does the historical context suggest regarding current divorce rates?  
How does the divorce rate in the United States compare to other similar nations?  
How have divorce rates changed over the past fifty years?

Any of the these questions specifically relate to many of the reading the students did for the course.

**Method** In the future, when I teach SOC 40, I think it will be useful to do a more demonstrative project in class, similar to the question I asked on the midterm. I believe students would grasp the concept of the sociological imagination better if it would applied to both the course reading materials and their personal lives.

SOC 57 CHILD ADVOCACY

7 of 15 Course IDs for SOSC in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
SOSC 20	CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY	
SOSC 34H	HONORS INSTITUTE SEMINAR IN SOCIAL SCIENCE	No SLO record.
SOSC 35	DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE	No SLO record.
SOSC 35X	DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE	No SLO record.
SOSC 35Y	DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE	No SLO record.
SOSC 35Z	DEPARTMENT HONORS PROJECT IN SOCIAL SCIENCE	No SLO record.
SOSC 36	SPECIAL PROJECTS IN SOCIAL SCIENCE	
SOSC 36W	SPECIAL PROJECTS IN SOCIAL SCIENCE	No SLO record.
SOSC 36X	SPECIAL PROJECTS IN SOCIAL SCIENCE	
SOSC 36Y	SPECIAL PROJECTS IN SOCIAL SCIENCE	
SOSC 36Z	SPECIAL PROJECTS IN SOCIAL SCIENCE	
SOSC 37	INTRODUCTION TO CULTURAL PROGRAM	
SOSC 79	INTRODUCTION TO COMMUNITY SERVICE	
SOSC 155	STANDARDIZED TEST PREPARATION	No SLO record.
SOSC 175	TUTOR TRAINING METHODS	No SLO record.

18 of 18 Course IDs for SPAN in the Language Arts Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
SPAN 1	ELEMENTARY SPANISH I	
	<p><b>Finding</b> The current SLO list for Spanish 1, as an introductory course for beginners, meets the needs and the diversity in learning styles of our students at Foothill College. However, more evaluative activities must be conducted, especially towards the end of the quarter, to determine whether all outcomes have been met --and in what measure-- by the students</p> <p><b>Content</b> More emphasis on practicing oral and listening activities in class.</p> <p><b>Method</b> Use an e-workbook to have a better control of laboratory practice.</p> <p><b>Assignment</b> We will have more aural and grammar assignments.</p> <p><b>Evaluation</b> Dialogues and presentations performed by students, and class participation in discussions.</p> <p><b>Current SLO</b> Understand and maintain a conversation about daily activities and upcoming plans using simple sentences.</p> <p><b>Assessment.</b> Most of our students were capable of performing the Slo's well, but students who did the laboratory activities carefully did better.</p> <p><b>Other</b> n/a</p> <p><b>Resource</b> Expand our smart classrooms--without online access it's impossible to show students real speakers perform in real settings.</p> <p><b>Comments</b> n/a</p>	

*Second Reflection set*

**Finding** We found that our students reached the SLO's in Span, but we have decided that writing 2 or 3 paragraphs is too ambitious and decided to change it to 1 or 2.

**Content** Content is appropriate.

**Method** No additional changes required.

**Assignment** More in-class writing assignments.

**Evaluation** Turn in written compositions.

**Current SLO** Understand and write 1-2 paragraphs describing self and family, and narrating daily routine, using the present and the periphrastic future.

**Assessment.** Same as letter D.

**Other** n/a

**Resource** n/a

**Comments** n/a

SPAN 1S ELEMENTARY SPANISH  
SPAN 1T ELEMENTARY SPANISH  
SPAN 2 ELEMENTARY SPANISH II

**Finding** We need to include a series of assessment activities, especially at beginning of the quarter session, to determine the level of knowledge amongst students of the SLO's covered in the previous course.

**Content** Review the material covered in Span 1.

**Method** More emphasis on practicing oral and listening activities in class.

**Assignment** More oral grammar assignments.

**Evaluation** Dialogues and presentations performed by students, and class participation in discussions.

**Current SLO** Understand and conduct short conversations, asking questions and giving information, about themselves and personal experiences, in the present, past and future.

**Assessment.** Students are able to reach one of the SLO's. However, it's difficult for them if not prompted with a familiar topic.

**Other** n/a

**Resource** Expand our smart classrooms--without online access it's impossible to show students real speakers perform in real settings.

**Comments** n/a

#### *Second Reflection set*

**Finding** It is too ambitious to expect students to write about a broad spectrum of topics in the past. Therefore, it is more appropriate to modify this SLO as to expect them to write about past experiences "related to" childhood, youth and personal events.

**Content** Review the material of Spanish 1.

**Method** We should provide students with more writing models as prompts for their own writing.

**Assignment** Written assignments to be turned in throughout the quarter.

**Evaluation** n/a

**Current SLO** Understand and produce paragraphs and shorts narrations about past experiences related to childhood, youth and recent personal events, using the past (preterite and imperfect), present and future.

**Assessment.** n/a

**Other** n/a

**Resource** n/a

**Comments** n/a

SPAN 2S ELEMENTARY SPANISH II  
SPAN 3 ELEMENTARY SPANISH III

No SLO record.

**Finding** Students are able to reach one of the SLO's--they can identify key points in a reading. However, it's difficult for them to react appropriately with opinions if not prompted.

**Content** Reorganize the teaching of the subjunctive so that all its manifestations (with conjunctions, unknown antecedents, etc.) are introduced and practiced earlier. Combine the subjunctive with more reading.

**Method** We need more reading-based discussions in class.

**Assignment** Probably more oral grammar assignments will be needed in order to make the students use structures they are not comfortable with (even if they have previously studied them.)

**Evaluation** Written exams, dialogues and presentations performed by students, and class participation in discussions.

**Current SLO** Understand and maintain brief conversations with different point of views, expressing suggestions and opinions with familiar language and simple sentences with some repetition and errors.

**Assessment.** We are changing the SLO's to reflect more realistically what can be expected of students at the end of Spanish 3.

**Other** New SLO. "Narrate using the preterite and the imperfect with increasing accuracy, and begin using the present subjunctive with prompts".

**Resource** Expand our smart classrooms--without online access it's impossible to show students real speakers perform in real settings.

**Comments** It would be great to have easy online access in the classroom to generate discussions on contemporary issues.

#### *Second Reflection set*

**Finding** Students know the difference between preterite and imperfect in theory. In practice, however, they still have difficulties narrating in the past using both tenses appropriately. It is one of the most difficult skills to master. They can use the subjunctive when prompted and guided. It is much more difficult to use it spontaneously.

**Content** Reorganize the teaching of the subjunctive so that all its manifestations (with conjunctions, unknown antecedents, etc.) are introduced and practiced earlier. Combine the subjunctive with more writing.

**Method** More in-class writing exercises.

**Assignment** Read the editorial section of newspapers and have them express their opinion in writing.

**Evaluation** Written exams and compositions (both in and out of class).

**Current SLO** Express written opinions about key topics and provide suggestions about them, identify key points of a short narration, narrate in the past, and react to an opinion piece using supporting arguments.

**Assessment.** n/a

**Other** n/a

**Resource** We are in need of a smart classroom.

**Comments** n/a

#### SPAN 4 INTERMEDIATE SPANISH I

**Finding** The students can reach the SLO on a wide range of subjects and authors from different countries of the Spanish-speaking world.

**Content** N/A

**Method** Do more peer editing.

**Assignment** Students can accurately produce the most difficult grammar structures (ie. the subjunctive) when given guided and controlled exercises, but have shown difficulties producing spontaneously.

**Evaluation** N/A

**Current SLO** N/A

**Assessment.** N/A

**Other** N/A

**Resource** N/A

**Comments** N/A

#### *Second Reflection set*

**Finding** Students' needs are varied. Heritage speakers can speak using the correct tenses but are unable to write with the correct grammar and spelling. On the other hand, second language learners can write summaries with fewer grammatical errors but have more difficulties summarizing orally.

Content N/A

Method N/A

Assignment Assign more oral and written work according to their language level and needs.

Evaluation Assigned and in-class written compositions, oral presentations and tests. Short researched papers that can be delivered orally.

Current SLO N/A

Assessment. N/A

Other N/A

Resource A smart classroom would be an excellent teaching resource to turn our lesson planning into a more interactive one.

Comments N/A

#### SPAN 5 INTERMEDIATE SPANISH II

Finding The most difficult aspect of the course was to achieve an understanding of the imperfect subjunctive and present subjunctive to write in a more abstract way to express opinions and hypothesize. The use of the perfect tenses also posed a challenge.

Content N/A

Method Put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts. The peer editing process must be structured in a way that the students must correct each others assignments and provide both oral and written feedback to be used as part of the class activities.

Assignment Will remain the same as above.

Evaluation In class written assignments, research papers, oral presentations and quizzes.

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A

#### *Second Reflection set*

Finding The level of accuracy which they respond to assignments is varied. Heritage speakers have shown difficulties with spelling and second language learners have more problems with verb conjugation and syntax.

Content N/A

Method Put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts that will be used as examples to follow in future assignments. Each student is directed to keep record of their errors and corrections throughout the course.

Assignment In class written assignments, compositions and essays, quizzes and tests. The students will keep record of their errors and corrections throughout the course to chart their progress.

Evaluation Compositions, quizzes and tests.

Current SLO N/A

Assessment. N/A

Other N/A

Resource N/A

Comments N/A

#### SPAN 6 INTERMEDIATE SPANISH III

#### 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.

Content More emphasis on practicing complex grammatical structures.

Method We would like to achieve a better balance of open-ended vs guided discussions.

Assignment Probably more oral grammar assignments will be needed in order to make the students use structures they are not comfortable with (even if they have previously studied them.)

**Evaluation** Dialogues and presentations performed by students, class participation in discussions and in-class oral tests.

**Current SLO** Initiate and maintain simple conversations in the present, past and future, on familiar topics.

**Assessment.** Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests.

**Other** none

**Resource** Expand our smart classrooms--without online access it's impossible to show students real speakers perform in real settings.

**Comments** It would be great to have easy online access in the classroom to generate discussions on contemporary issues.

#### *Second Reflection set*

**Finding** Similar to SLO #1 but emphasizing on pronunciation, fluency and intonation.

**Content** Place more emphasis on pronunciation and intonation.

**Method** No need to change current methods.

**Assignment** Continue with the current listening comprehension activities, listen and watch the news, videos, etc.

**Evaluation** Oral presentations, dialogues and group discussions.

**Current SLO** In the current SLO, the term "dealing" has been replaced with the term "interaction" since the latter implies the exchange that occurs in a conversation.

**Assessment.** Class discussions, presentations, dialogues and in-class oral tests.

**Other** N/A

**Resource** As mentioned above, in this kind of class is an indispensable asset because the students need to see real native speakers in real settings, speaking at a natural pace.

**Comments** N/A

#### SPAN 13B INTERMEDIATE CONVERSATION II

**Finding** As with, Span 13A, the most important finding concerns the wide variety of skill levels within the class. Also, students tend to stay within their comfortable range of grammatical skills and tend to avoid more complex structures that they know in theory but not so much in practice.

**Content** N/A

**Method** More open-ended discussions.

**Assignment** Probably more oral grammar assignments will be needed in order to make the students use structures they are not comfortable with (even if they have previously studied them.)

**Evaluation** Dialogues and presentations performed by students, class participation in discussions and in-class oral tests.

**Current SLO** N/A

**Assessment.** Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests

**Other** N/A

**Resource** We need a smart classroom because the class is more interactive that way: the students have immediate access to Internet resources, can watch videos, listen to music, read the news, etc.

**Comments** N/A

#### *Second Reflection set*

**Finding** As with, Span 13A, the most important finding concerns the wide variety of skill levels within the class. Regarding fluency, some students have excellent pronunciation but lack vocabulary; other possess enough vocabulary and grammatical structures but are lacking oral skills.

**Content** N/A

**Method** More exercises to practice pronunciation, like repetition drills and listening exercises.

**Assignment** Record themselves and compare their speech with models provided by the instructor.

**Evaluation** Dialogues and presentations performed by students, class participation in discussions and in-class oral tests

**Current SLO** N/A

**Assessment.** Dialogues and presentations performed by students, class participation in discussions, and in-class oral tests.

**Other** N/A

**Resource** We need a smart classroom because the class is more interactive that way: the students have immediate access to Internet resources, can watch videos, listen to music, read the news, etc.

**Comments** N/A

#### SPAN 14A ADVANCED CONVERSATION I

**Finding** In advanced conversation courses, students' skills tend to be on a similar level. Their mistakes vary in kind (some are more prone to grammatical errors, others to mistakes in vocabulary, and so on), but all are generally able to retrace their steps and rephrase an idea when they run into a problem of expression.

**Content** More emphasis on polishing their Spanish by using more natural-sounding expressions, and avoiding common mistakes.

**Method** No change.

**Assignment** More assignments in which students record themselves using new expressions, vocabulary and grammar.

**Evaluation** No change needed.

**Current SLO** No change needed.

**Assessment.** No change needed.

**Other** N/A

**Resource** If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must.

**Comments** No

#### *Second Reflection set*

**Finding** At this level, students are able to reach the SLO without major problems. Their skill levels are not so widely differentiated as in lower level conversation courses.

**Content** No change.

**Method** Introduce exercises to work on intonation and to make neutral speech sound more natural.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** No change.

**Resource** If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must. Also, we would like to have in-class computer stations where students can record, hear and correct themselves.

**Comments** No.

#### SPAN 14B ADVANCED CONVERSATION II

**Finding** In advanced conversation courses, students' skills tend to be on a similar level. Their mistakes vary in kind (some are more prone to grammatical errors, others to mistakes in vocabulary, and so on), but all are generally able to retrace their steps and rephrase an idea when they run into a problem of expression. They can reach the SLO, but sometimes need a little probing, as their ability to circumvent difficulties is so well developed that it can keep them from using more advanced grammar in spontaneous speech.

**Content** No change needed.

**Method** No change needed, other than to insist on the students' using what they already know, even if it's a relatively low frequency function (such as hypothesizing).



**Assignment** No change.  
**Evaluation** No change.  
**Current SLO** No change.  
**Assessment.** No change.  
**Other** No change.  
**Resource** If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must.  
**Comments** No.

*Second Reflection set*

**Finding** At this level, students are able to reach the SLO without major problems. They are aware of pronunciation pitfalls and common mistakes, and try to avoid them or are able to self-correct if they make them.  
**Content** No change.  
**Method** No change.  
**Assignment** No change.  
**Evaluation** No change.  
**Current SLO** No change.  
**Assessment.** No change.  
**Other** No change.  
**Resource** If we are to place emphasis on the students' improving their oral skills, it is useful to have in-class online access to exemplify real speech as carried on by native speakers. A smart classroom is a must. Also, we would like to have in-class computer stations where students can record, hear and correct themselves.  
**Comments** No.

SPAN 25A	ADVANCED COMPOSITION & READING I	
SPAN 25B	ADVANCED COMPOSITION & READING II	
SPAN 236	SPECIAL PROJECTS IN SPANISH	No SLO record.
SPAN 236Y	SPECIAL PROJECTS IN SPANISH	No SLO record.
SPAN 236Z	SPECIAL PROJECTS IN SPANISH	No SLO record.

20 of 19 Course IDs for *SPED* in the Adaptive Learning Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
SPED 50	INTRODUCTION TO ADAPTIVE FITNESS TECHNIQUES	<p> <b>Finding</b> That the students felt the information learned contributed to exploring a new career  <b>Content</b> I will consider exploring a hybrid version of the class - to meet the needs of the students outside our direct service area  <b>Method</b> use more multi- media approach  <b>Assignment</b> continue using field based work and case studies  <b>Evaluation</b> continue using case studies and class paper presentations to foster writing and speaking skills  <b>Current SLO</b> see above  <b>Assessment.</b> survey of students  <b>Other</b> continue doing what I am doing students are satisfied  <b>Resource</b> need support staff to input e-tudes  <b>Comments</b> more support staff         </p> <p> <i>Second Reflection set</i>  <b>Finding</b> students felt after taking this course they could design a safe and effective program for the clients         </p>

Content none  
 Method students are happy  
 Assignment continue existing assignments of case studies  
 Evaluation continue class papers and presentations  
 Current SLO acceptable  
 Assessment. student survey  
     Other continue status quo  
 Resource more support staff  
 Comments n/a

SPED 52                      POSITIVE AGING

Finding The students found that the compare and contrast method worked well to understand the different generations  
 Content none  
 Method more multi- media  
 Assignment will stay the same  
 Evaluation will stay with oral class presentations and practical field based papers  
 Current SLO acceptable  
 Assessment. written survey  
     Other attempt to go hybrid  
 Resource need more support staff to help with clerical duties  
 Comments n/a

*Second Reflection set*

Finding The students found that there is a major difference between chronological aging and physical aging. Each student assessed their real age vs chronological age.  
 Content more multi- media  
 Method students like class discussion format  
 Assignment practical writing assignments will be continued and presented orally  
 Evaluation papers and oral presentations and class room discussions  
 Current SLO acceptable  
 Assessment. survey of students  
     Other move towards more hybrid  
 Resource support staff to help with e-tudes

SPED 54                      PRINCIPLES OF THERAPEUTIC EXERCISE

Finding The students felt that the practical nature of this course and the assignments made the class very useful! The nature of the class aiming for ideal but being ready for the real life experiences made the class helpful.  
 Content continue students believe class meets their needs  
 Method attempt more on- line and computer assisted instruction  
 Assignment continue practical assignments  
 Evaluation case studies and practical field work was usefeul  
 Current SLO continue  
 Assessment. class survey  
     Other none  
 Resource support staff to assist with paper work and clerical duties I must perform  
 Comments n/a

*Second Reflection set*

Finding This was very useful according to the students - this was found to be difficult because depending upon the clients needs the " key elements" will change.  
 Content none  
 Method continue class discussions and field work

Assignment journals of field work will be added to case studies  
 Evaluation class participations and oral and written presentations  
 Current SLO acceptable  
 Assessment. survey of students  
     Other none  
 Resource clerical support  
 Comments n/a

SPED 55                    GERIATRIC FITNESS CONCEPTS

Finding The students believed this SLO was meaningful because it had meaning to their own life.  
     The inter-connection of behaviors to health and longevity was discussed.  
 Content none  
 Method continue class discussions  
 Assignment case studies will continue and field work  
 Evaluation oral and written papers  
 Current SLO acceptable  
 Assessment. survey  
     Other explore on- line class  
 Resource more support staff  
 Comments n/a

*Second Reflection set*

Finding This SLO was interesting because it made students think outside the box of all the  
     options.  
     It made them think about the difference between exercise and physical activity.  
 Content none  
 Method more discussions  
 Assignment field work  
 Evaluation case studies, oral and written presentations  
 Current SLO acceptable  
 Assessment. survey  
     Other consider more computer assisted instruction  
 Resource support staff to input on- line material  
 Comments n/a

SPED 56                    FUNCTIONAL ASPECTS OF ADAPTIVE FITNESS

Finding This SLO made the students re-consider the purpose of exercised. To design an exercise  
     to foster an improved is much different than a program for fitness.  
 Content none  
 Method more computer research  
 Assignment continue practical short practical assignments  
 Evaluation case studies and oral presentations  
 Current SLO acceptable  
 Assessment. survey of students  
     Other explore hybrid model  
 Resource need support staff to input hybrid materials  
 Comments n/a

*Second Reflection set*

Finding It was challenging for the student to design exercises to foster better ADL's.  
     It was meaningful for the student to see how a functional exercise program made a  
     significant impact in real life!  
 Content no  
 Method class discussions are very helpful along with lecture format  
 Assignment practical assignments will be given

Evaluation case studies, oral and written papers  
 Current SLO acceptable  
 Assessment. survey of students  
     Other explore on - line options  
 Resource more help from support staff  
 Comments n/a

SPED 57                   WORKING WITH SPECIAL POPULATIONS

Finding Students benefited from understanding what their learning style is. This SLO helped them understand why they click with some teachers and not others. Also, this SLO helped them understand how their learning style may not work for some students in their class.  
 Content continue class discussions and personal learning situations  
 Method lecture and class discussions  
 Assignment - will continue with existing assignments that are personal and practical  
 Evaluation oral and written presentations  
 Current SLO acceptable  
 Assessment. class survey  
     Other none  
 Resource none  
 Comments n/a

*Second Reflection set*

Finding This SLO worked very well when the students had to implement it into a classroom situation.  
     They found that theory does not always work in practice.  
 Content none  
 Method lecture and class presentations  
 Assignment oral and written presentations and class room discussions  
 Evaluation case studies and papers  
 Current SLO acceptable  
 Assessment. class survey  
     Other none  
 Resource none  
 Comments n/a

SPED 59                   SELECTED TOPICS IN SPECIAL EDUCATION

SPED 61                   INTRODUCTION TO DISABILITIES

Finding Students were easily able to identify and differentiate the major categories of disabilities. They were also able to distinguish the subtle differences between close categories such as Asperger's vs Autism. One aspect students remarked on was the usefulness of the field trip to Parents Helping Parents where they went through a simulation of dyslexia. Students found the experience enlightening because they got to experience what it was like being dyslexic. It helped them consider the perspective of the disabled person as opposed to just learning about it from a textbook.  
 Content none  
 Method none  
 Assignment none  
 Evaluation none  
 Current SLO none  
 Assessment. none  
     Other none  
 Resource no  
 Comments no

*Second Reflection set*

**Finding** The students responded well to the movie review wherein they had to watch a movie about how parents deal with disability on a day-to-day basis. Students also read a book of their choice about a 1st person account of what it's like to have a disability. The book reviews were riveting to read and grade- The development of students' concept of disability were well illustrated in these two exercises.

**Content** none

**Method** 4 "book clubs" will be established for students to read and discuss issues related to the autobiographies.

**Assignment** Book review: It's probably best to limit the choices of books that students select. While they may only pick books that are autobiographical, some students were unable to pace themselves with this assignment and ended up only selecting and/or reading the book the week the assignment was due.

**Evaluation** see C (assignments)

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** Stock book club books at FH library

**Comments** no

### *Third Reflection set*

**Finding** Students better understood philosophical paradigms when they were given a mini-class project involving policy planning, instead of writing a paper to describe and discuss the philosophical underpinnings of Special Education. Many students came up with broad definitions and inclusive philosophies about disabilities but when it came to distributing resources based on these philosophies, many struggled with it.

**Content** Find easier readings that students can better relate to. Many of them were not able to read and understand the philosophical writings. While I don't want to "dumb down" the curriculum, I feel they would better achieve this outcome were the readings more friendly.

**Method** none

**Assignment** none

**Evaluation** More projects, fewer papers

**Current SLO** none

**Assessment.** none

**Other** none

**Resource** none

**Comments** 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 in different walks of their life. Students were able to apply key concepts learned in class such as Kubler Ross's stages of grief, understand the differences between long term and short-term illnesses and disabilities, recognize individual choices and attitudes towards disability.

**Content** None

**Method** Incorporate more in class activities, guest speakers

**Assignment** None

**Evaluation** Allocate more time for students presentations

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Access to people with disabilities in the community willing to share their experiences with the class

**Comments** None

### *Second Reflection set*

**Finding** The assignments and final exam reflected their ability to recognize the impact of a disability in school, work, and leisure activities, consider the role of support systems in disability management, consider biases and stigma and the effect on the individual with a disability, examine caregiver issues and family dynamics and identify psychological issues a person with disabilities experiences such as self-esteem, abuse and depression.

**Content** None

**Method** Incorporate more in class activities, guest speakers

**Assignment** None

**Evaluation** Allocate more time for students presentations

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** Access to people with disabilities in the community willing to share their experiences with the class

**Comments** None

#### SPED 63 LEARNING DISABILITIES

**Finding** The course assignments, discussions, presentations and final exam measured student's level of understanding learning disabilities and related mild disabilities. Demonstrate knowledge of state and federal legislation relating to individuals with disabilities. Identify and apply appropriate strategies for students with learning disabilities and related mild disabilities in the general education classroom.

**Content** None

**Method** Include more in class activities and group discussions

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** None

#### *Second Reflection set*

**Finding** The assignments and group presentation reflected their ability to design and implement specific strategies for assisting students struggling in reading and writing due to their learning disabilities.

**Content** None

**Method** Include more in class activities and group discussions

**Assignment** None

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** None

**Resource** None

**Comments** None

#### SPED 64 DISABILITY & THE LAW

**Finding** Most students were able to identify the main federal laws governing disability access. State laws were not as well covered- So much time was spent covering the federal laws it was difficult to cover state laws in as much depth.

**Content** Only cover Federal laws and do so in greater detail instead of attempting to cover both. State laws are similar to federal laws, although there are differences in detail. However, for the purpose of this course, Federal law is of greater importance and should thus take precedence.

**Method** no

**Assignment** no

**Evaluation** no

Current SLO no  
 Assessment. no  
 Other no  
 Resource no  
 Comments no

### *Second Reflection set*

**Finding** Approximately 25% of the students found this to be very difficult. Many students had the expectation of simply "memorizing" the laws and taking a test that would assess such memory. I gave 2 take home exams and one in class test which focused primarily on analytical and problem solving skills. A number of them were stumped and some students even asked, "just tell me how you think the problem should be solved and I will write it up", which really defeated the whole purpose.

The better students however, jumped at the chance on offering their creativity, their ideas and relished the challenge of solving the problems.

**Content** Greater emphasis at the beginning on critical thinking skills and more practice on the use of IRAC in legal analysis.

**Method** none

**Assignment** Increase the number of short assignments (ie: 1 page papers) so that students may practice the use of IRAC before take home exam.

**Evaluation** Instead of evaluating students at mid-term and at finals, students will be evaluated every 4 weeks.

Current SLO none

Assessment. none

Other none

**Resource** Consider working with English faculty on teaching writing skills to students.

Comments no

SPED 65 FUNDAMENTALS OF ATTENTION DEFICIT DISORDERS  
 SPED 66 DISABILITY & TECHNOLOGY ACCESS

**Finding** The students were able to apply the concepts learned in the class to the practical application in accessing a person with a disability. The students clearly demonstrated their capacity to assess adaptive technology by applying the concepts to an in a educational environment.

**Content** They had more experience with the Instruction software than the Adaptive Software. I will place more emphasis on the adaptive piece.

**Method** I would add one more in class session for teaching the hands on portion of the class. This would augment the application of the concepts.

**Assignment** Assignments-There was some confusion about the assignments titles due to the fact that there were "assessments" and "evaluations" was confusing. I will rename the assignments for clarification.

**Evaluation** Weekly assignments, mid quarter assignments and the final project were affective.

**Current SLO** The current SLO is a primary outcome for this course.

**Assessment.** The current SLO is effective for this courses.

**Other** I will add a discussion to the on line portion of the class for more interaction among the students.

**Resource** to fulfill the SLO, more Instructional Software programs are needed available for the students to evaluate. There experience would be more realistic if there were able to actually try the programs themselves.

### *Second Reflection set*

**Finding** The students were able to survey AT available and know where to find resources.

**Content** none

**Method** I would add more interaction on line in the discussion area.

**Assignment** none

**Evaluation** none



Current SLO none

Assessment. none

Other Improve the online discussion area.

Resource I could improve the online instruction as a whole by participating in more training and by working with the staff development resources.

SPED 69 SPECIAL EDUCATION STRATEGIES & PRACTICUM  
SPED 72 STRESS, WELLNESS & COPING

**Finding** By reviewing the final papers that were submitted I found that the vast majority of students were able to identify and implement at least 3 of the coping skills. They also were able to describe their personal stressors and how these impacted his or her life. Out of 23 students, 3 students struggled to clearly meet this learning outcome.

**Content** No change needed.

**Method** I will be more vigilant to personally interact with students earlier in the quarter that may be struggling with the material. I also will attempt to have students coach one another more often throughout the course as a way to increase knowledge and application of skills.

**Assignment** No change needed.

**Evaluation** Although the results indicate little is needed in terms of changes, I am considering giving students the option to do a class presentation describing their use of coping skills and discussing their stressors in place of a final paper. It has come to my attention that students may have achieved the outcome above, but have difficulty with the medium that I use to present this outcome.

Current SLO No changes needed.

Assessment. No changes needed.

Other None

Resource 1. I see that my time will be a resource that is needed. I will need the time to create and implement a class presentation assignment. This will require some time for planning and curriculum changes, but most of my time is consumed with other Psychological Services faculty duties.

2. I also see that I may need a TA of some sort to help with the implementation. This would allow for more personal interaction with the students.

Comments No

SPED 73	INTRODUCTION TO AQUATIC EXERCISE	No SLO record.
SPED 74	PRINCIPLES OF ADAPTIVE AQUA FITNESS	No SLO record.
SPED 75	INTERNSHIP IN ADAPTIVE AQUATICS	No SLO record.
SPED 80	INTRODUCTION TO COLLEGE & ACCOMMODATIONS	No SLO record.

70 of 60 Course IDs for *THTR* in the Fine Arts and Communication Division have SLOs Defined.

2009-2010

Course ID	Title	Reflections
THTR 1	THEATRE ARTS APPRECIATION	
THTR 2A	INTRODUCTION TO DRAMATIC LITERATURE	
THTR 2AS	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
THTR 2AT	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
THTR 2B	INTRODUCTION TO DRAMATIC LITERATURE	
THTR 2BS	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
THTR 2BT	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
THTR 2C	INTRODUCTION TO DRAMATIC LITERATURE	
THTR 2CS	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
THTR 2CT	INTRODUCTION TO DRAMATIC LITERATURE	No SLO record.
THTR 5B	PLAYWRITING	
THTR 5C	INTERMEDIATE PLAYWRITING	No SLO record.
THTR 6	ADVANCED PLAYWRITING	

THTR 7 INTRODUCTION TO DIRECTING  
 THTR 8 MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA  
 THTR 20A ACTING I

**Finding** I believe the SLO identified for this class above was attained in a comprehensive and fulfilling manner. The course continually focuses and targets these premeases through active practice from theory.

**Content** None

**Method** Make assignments available for online posting.

**Assignment** Re-evaluate the effectiveness of a few introductory exercises and one performance assignment.

**Evaluation** None

**Current SLO** None

**Assessment.** None

**Other** Make distance learning accessible for course updates only.

**Resource** Target for Distance Learning approval.

**Comments** None.

#### *Second Reflection set*

**Finding** Students seem to emerge from this class with a solid basic understanding that spoken dialogue can have many meanings and interpretations as to intention.

**Content** None.

**Method** None.

**Assignment** Winter 2010: This time I did not include a specific text analysis exercise (partly because of cost cutting copying measures) that would probably be beneficial to reincorporate.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** Make distance learning accessible for course updates only.

**Resource** Target for Distance Learning approval.

**Comments** None.

#### *Third Reflection set*

**Finding** Through participation and regular discussion and comparison, I believe students conclude this class with a healthy understanding that theatre/performance requires substantially more than an actor memorizing lines--a common layperson perception. Whether that claim is lip service or not, students are actively practiced in several perspective of the art form.

**Content** Because of time constraints, this SLO is probably the one most likely to be targetable for reduction.

**Method** Previously in this class, I have included a comprehensive theatre facility tour. Valuable when time permits. That time can sometimes be sacrificed for the benefit of other target SLO's.

**Assignment** None.

**Evaluation** Now that the lab portion of the class has been combined and is required of all students (previously not required), additional assessment elements of specific performances may be more feasibly intorduced.

**Current SLO** none.

**Assessment.** None.

**Other** Make distance learning accessible for course updates only. Evaluating more comprehensive live performance assessment.

**Resource** Target for Distance Learning approval.

**Comments** None

#### *Forth Reflection set*

**Finding** These SLO elements are truly the primary target of the course. By building to a final project that requires students to find solutions befitting the presented material and their newly discovered abilities through cooperation, pretty much strongly addresses this directly.

**Content** None.

**Method** Materials delivery is tricky because of licensing/copyright restrictions. But this would probably benefit directly from the capability of online delivery.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** Make distance learning accessible for course updates only.

**Resource** Target for Distance Learning approval.

**Comments** None.

#### *Fifth Reflection set*

**Finding** The above SLO features are all delivered through the tools of this target. Again, the progressive nature of the course's content supports this SLO directly though introduction into practice.

**Content** None.

**Method** None.

**Assignment** Re-evaluate the effectiveness of a few introductory exercises and one performance assignment.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** Make distance learning accessible for course updates only.

**Resource** Target for Distance Learning approval.

**Comments** None.

THTR 20B	ACTING II	
THTR 20C	ACTING III	
THTR 20D	ACTING IV	
THTR 20E	ADVANCED ACTING V	
THTR 21	INTRODUCTION TO TECHNICAL THEATRE	
THTR 21A	SCENERY & PROPERTY CONSTRUCTION	
THTR 21B	INTERMEDIATE SCENERY & PROPERTY CONSTRUCTION	
THTR 21C	ADVANCED SCENERY & PROPERTIES CONSTRUCTION	
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	
THTR 38D	MOVEMENT FOR THE ACTOR:STAGE COMBAT	No SLO record.
THTR 40A	BASIC THEATRICAL MAKE-UP	
THTR 40B	THEATRICAL MAKE-UP FOR PRODUCTION	
THTR 43A	FOUNDATIONS IN REALISTIC ACTING	No SLO record.
THTR 44	PRODUCTION PROJECTS	No SLO record.
THTR 47	MUSIC THEATRE PRODUCTION WORKSHOP	
THTR 47X	MUSIC THEATRE PRODUCTION WORKSHOP	
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** Condensing introductory material a bit.

**Assignment** Aligning journal reflection questions to address need for calendar flexibility.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** Re-examine course schedule to try and front load introductory exercises more.

**Resource** The ability to hire graduated teaching assistants would be notably beneficial. Also, the outdoor portion of the class requires more mobile seating areas and portable shade canopies to effectively provide students with a proper temporary environment.

**Comments** None.

### *Second Reflection set*

**Finding** The 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.

**Resource** This portion of course requires a fair amount of paper resources for direct use in class. Assignments changable by nature, so it is not always possible to pre-order assignments. Need budget for @ 1000 copies over course of term.

**Comments** None.

THTR 49 REHEARSAL & PERFORMANCE  
THTR 49X REHEARSAL & PERFORMANCE

**Finding** The outcomes of this class were effectively achieved within all the parameters indicated. The fully-realized performance requires complete group cooperation on several artistically creative and proactical levels.

**Content** Course changes its focus subject matter with each term.

**Method** This course was rendered in a newer format with this term. As such, a more comprehensive scheduling process would be beneficial. Additionally, the course would benefit from additional disposable resource budget for costunming and scenery.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** Include resource funds in B Budget requests. Plan additional scheduling coordination meetings between Instructor(s) and TEAs.

**Resource** Additional disposable resource budget for costunming and scenery. Continued access to professional costuming TEA.

**Comments** Our partnership with Peninsula Youth Theatre yielded expected results for us, but not for them. Though they have extnded interest in maintaining the partnership experience.

### *Second Reflection set*

**Finding** With some minor adjustments to the oversight of some processes, the outcomes indicated here will probably be more richly realized. Overall, the experience through project based experiences richly fulfill the notions of the outcomes indicated.

**Content** Course changes its focus subject matter with each term.

**Method** This course was rendered in a newer format with this term. As such, a more comprehensive scheduling process would be beneficial. Additionally, the course would benefit from additional disposable resource budget for costunming and scenery.

**Assignment** Define in a more concrete fashion the expectation of technical responsibility outcomes.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** Include resource funds in B Budget requests. Plan additional scheduling coordination meetings between Instructor(s) and TEAs.

**Resource** Additional disposable resource budget for costunming and scenery.

**Comments** None

THTR 49Y	REHEARSAL & PERFORMANCE	
THTR 50	PRODUCTION PROJECTS IN THEATRE	
THTR 53	AUDITIONING FOR THEATRE	
THTR 54	ACTOR'S WORKSHOP	
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	
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	
THTR 85Y	DIRECTED FIELD STUDY IN THEATRE	
THTR 85Z	DIRECTED FIELD STUDY IN THEATRE	No SLO record.
THTR 95	THEATRE SUMMER STOCK WORKSHOP	
THTR 95X	THEATRE SUMMER STOCK WORKSHOP	
THTR 97	ACTORS' ENSEMBLE	

THTR 97X ACTORS' ENSEMBLE  
 THTR 97Y ACTORS' ENSEMBLE  
 THTR 97Z ACTORS' ENSEMBLE  
 THTR 99 THEATRE WORKSHOP  
 THTR 99X THEATRE WORKSHOP

45 of 44 Course IDs for V T in the Biological and Health Sciences Division  
 have SLOs Defined.

2009-2010

Course ID	Title	Reflections
V T 50	CURRENT TOPICS IN VETERINARY TECHNOLOGY	<p><b>Finding</b> 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.</p> <p><b>Content</b> No change. Continue to engage relevant topical speakers that relate directly to the VT Curriculum.</p> <p><b>Method</b> None.</p> <p><b>Assignment</b> None. The assignments elicited the feedback we were looking for and allowed us to evaluate the impact of the course on the students.</p> <p><b>Evaluation</b> No change.</p> <p><b>Current SLO</b> No Change.</p> <p><b>Assessment.</b> No Change.</p> <p><b>Other</b> N/A</p> <p><b>Resource</b> N/A</p> <p><b>Comments</b> This course is meeting it's objectives and the Assessment was effective</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> No change.</p> <p><b>Method</b> No Change.</p> <p><b>Assignment</b> 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.</p> <p><b>Evaluation</b> No change.</p> <p><b>Current SLO</b> No Change.</p> <p><b>Assessment.</b> Modified as in C.</p> <p><b>Other</b> N/A</p> <p><b>Resource</b> N/A</p> <p><b>Comments</b> No.</p>
V T 51	INTRODUCTION TO VETERINARY TECHNOLOGY	<p><b>Finding</b> Student retained the key points and were able to identify the majority of important sources of this information.</p> <p><b>Content</b> No Change.</p> <p><b>Method</b> No Change.</p> <p><b>Assignment</b> No Change.</p> <p><b>Evaluation</b> No Change.</p> <p><b>Current SLO</b> No Change.</p> <p><b>Assessment.</b> No Change.</p> <p><b>Other</b> N/A</p> <p><b>Resource</b> N/A</p> <p><b>Comments</b> No.</p>

*Second Reflection set*

**Finding** The majority of the students are able to conduct an appropriate Library or Internet search to find relevant articles. Students tend to rely too heavily on the Internet and under use Library resources and personnel. Most student write well while a few write very poorly.

**Content** In addition to a talk by a librarian on information finding invite a writing instructor to review the basics of a good summary paper.

**Method** Get additional help from other specialists.

**Assignment** Add another 1-2 smaller assignments to assess a students level of writing earlier in the quarter and in advance of the final literature review summary paper.

**Evaluation** No Change.

**Current SLO** No Change.

**Assessment.** No Change.

**Other** N/A

**Resource** Addition resource person to assist with the writing aspect of the assignment.

**Comments** No.

V T 52A VETERINARY ASSISTING I  
V T 52B VETERINARY ASSISTING II  
V T 53A MEDICAL TERMINOLOGY

**Finding** Weekly quizzes were appropriate and informative assessments for instructor and student. Journal article reviews were particularly successful according to student verbal feedback.

**Content** Add a additional journal review article assignments.

**Method** None.

**Assignment** Add a additional journal review article assignments.

**Evaluation** No change indicated.

**Current SLO** No change. Provides necessary information about student learning.

**Assessment.** No change. Provides necessary information about student learning.

**Resource** Teaching assistant to reduce student teacher ratio for class discussions or break course into two smaller sections.

**Comments** No.

*Second Reflection set*

**Finding** Weekly quizzes were appropriate and informative assessments for instructor and student. Journal article reviews were particularly successful according to student verbal feedback.

**Content** Add a additional journal review article assignments.

**Method** None.

**Assignment** Add a additional journal review article assignments.

**Evaluation** No change. Provides necessary information about student learning.

**Current SLO** No change. Provides necessary information about student learning.

**Assessment.** No change. Provides necessary information about student learning.

**Resource** Teaching assistant to reduce student teacher ratio for class discussions or break course into two smaller sections.

**Comments** No.

V T 53B MEDICAL CALCULATIONS

**Finding** Timed testing is effective in reproducing the stress of clinical practice and provides sufficient data to assess the student's practical computational ability.

**Content** None.

**Method** None.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** n/a

**Resource** No.



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

**Finding** Students generally retained the key information for each species. A few of the questions were missed by the majority of the students.

**Content** No Change.

**Method** Reassess the reason for students missing certain questions and change content or delivery method as indicated.

**Assignment** No Change.

**Evaluation** Reassess the reason for students missing certain questions and re-write questions as indicated.

**Current SLO** No change.

**Assessment.** No change.

**Other** N/A

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Most students grasped these important Key Points.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** N/A

**Resource** No.

**Comments** No.

V T 53D INTRODUCTION TO DAIRY CATTLE HEALTH MANAGEMENT

**Finding** Students are highly motivated to learn these principles and assessments demonstrated mastery of Key Concepts.

**Content** No Changes.

**Method** Increase hands-on time in the field with animals in addition to the didactic component.

**Assignment** Add an assignment to create a summary client education handout on the husbandry and health management of a species of their choice.

**Evaluation** No Change.

**Current SLO** Appropriate.

**Assessment.** Provides information sought.

**Resource** Additional locations for hands-on field experience in the local community.

*Second Reflection set*

**Finding** Students find this fun. Prior knowledge depends on their prior experience and education in animal science. Some students are neophytes and challenged and others are experienced and bored...

**Content** Add additional breeds or an alternative track for more experienced learners.

**Method** Pre-test to identify level of student's knowledge entering the course.

**Assignment** Create a breed handbook of their own using Internet image resources. share with the class.

**Evaluation** No Change

**Current SLO** Appropriate.

**Assessment.** Provides sought after information.

#### V T 53E INTRODUCTION TO SMALL RUMINANT HEALTH MANAGEMENT

**Finding** Students are highly motivated to learn these principles and assessments demonstrated mastery of Key Concepts.

**Content** No Changes.

**Method** Increase hands-on time in the field with animals in addition to the didactic component.

**Assignment** Add an assignment to create a summary client education handout on the husbandry and health management of a species of their choice.

**Evaluation** No Change.

**Current SLO** Appropriate.

**Assessment.** Provides information sought.

#### *Second Reflection set*

**Finding** Students find this fun. Prior knowledge depends on their prior experience and education in animal science. Some students are neophytes and challenged and others are experienced and bore

**Content** Add additional breeds or an alternative track for more experienced learners.

**Method** Add additional breeds or an alternative track for more experienced learners.

**Assignment** Create a breed handbook of their own using Internet image resources. share with the class.

**Evaluation** None.

**Current SLO** Appropriate

**Assessment.** Provides sought after information.

#### V T 53F INTRODUCTION TO SWINE HEALTH MANAGEMENT

#### 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.

**Assignment** No changes in assignments.

**Evaluation** There will be more emphasis on dissection of anatomical specimens. There will be additional notes provided to the students to help them refine their focus to help them master an information dense topic. Study guides will be prepared and distributed for all sections of the course.

**Current SLO** This is a good tool.

**Assessment.** The SLO is a good one and will remain.

**Other** None.

**Resource** Acquisition of a large animal skeleton for equine and ruminant, as well as ongoing funds for the purchase of preserved specimens for student dissection and study.

**Comments** Not at this time.

V T 54B COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE  
VETERINARY TECHNICIAN  
V T 55 ANIMAL MANAGEMENT & CLINICAL SKILLS I

**Finding** Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

**Content** No change. Based on essential knowledge and skills mandated by accreditation.

**Method** Current methods are effective.

**Assignment** No Change.

**Evaluation** No change.

**Current SLO** Appropriate.

**Assessment.** Provides sought after information.

**Resource** Additional realistic teaching manikins.

*Second Reflection set*

**Finding** Written exams are effective at evaluation understanding and retention of key concepts and vocabulary. Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

**Content** No change. Based on essential knowledge and skills mandated by accreditation. Update content as needed by changes in laws and regulations.

**Method** Current methods are effective.

**Assignment** No Change.

**Evaluation** No Change.

**Current SLO** Appropriate.

**Assessment.** Provides sought after information.

*Third Reflection set*

**Finding** Written exams are effective at evaluation understanding and retention of key concepts and vocabulary. Practical examination affords the opportunity for faculty to evaluate the clinical skill competency of each students using standard criteria.

**Content** No change. Based on essential knowledge and skills mandated by accreditation. Update content as needed by changes in laws and regulations.

**Method** Current methods are effective.

**Assignment** No Change.

**Evaluation** No Change.

**Current SLO** Appropriate.

**Assessment.** Provides sought after information.

## V T 56 ANIMAL MANAGEMENT &amp; CLINICAL SKILLS II

**Finding** Use of the established standardized criteria ensures that every student performs every required skill competently. faculty assess the student objectively and consistently.

**Content** None.

**Method** Methods are effective.

**Assignment** No Changes.

**Evaluation** No Changes.

**Current SLO** Appropriate to obtain necessary information.

**Assessment.** Appropriate to obtain necessary information.

**Other** n/a

**Resource** Additional part time instructors to assist in individual student skills assessments.

**Comments** No

*Second Reflection set*

**Finding** Use of the established standardized criteria ensures that every student performs every required skill competently. faculty assess the student objectively and consistently.

**Content** No Change.

**Method** No change.

**Assignment** no change.

**Evaluation** Effective in assessing students.

**Current SLO** Appropriate to obtain necessary information.

**Assessment.** Appropriate to obtain necessary information.

**Other** n/a

**Resource** Additional part time instructors to assist in individual student skills assessments.

**Comments** No

## 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.

**Resource** Additional A/V media covering animal diseases.

#### *Second Reflection set*

**Finding** Completion of focused assignments, projects, quizzes, and multiple examination are sufficient to assess student learning.

**Content** Condense the material to enable addition of species other than the dog and cat to broaden the scope of this course.

**Method** Effective.

**Assignment** Appropriate and effective.

**Evaluation** Effective but need to add a practical exam using microscope and identification of gross specimens in addition to the Slide Show Practical Exam currently used.

**Current SLO** Appropriate and yielded desired information.

**Assessment.** Appropriate and yielded desired information.

**Resource** Additional gross and microscopic specimens related to the common diseases of domestic animals.

### V T 66 EXOTIC ANIMAL CARE

**Finding** This course has not yet been offered, so there is no data at this time.

**Content** This course has not yet been offered, so there is no data at this time.

**Method** This course has not yet been offered, so there is no data at this time.

**Assignment** This course has not yet been offered, so there is no data at this time.

**Evaluation** This course has not yet been offered, so there is no data at this time.

**Current SLO** This course has not yet been offered, so there is no data at this time.

**Assessment.** This course has not yet been offered, so there is no data at this time.

**Other** This course has not yet been offered, so there is no data at this time.

**Resource** This course has not yet been offered, so there is no data at this time.

**Comments** Not at this time.

#### *Second Reflection set*

**Finding** This course has not yet been offered, so there is no data at this time.

**Content** This course has not yet been offered, so there is no data at this time.

**Method** This course has not yet been offered, so there is no data at this time.

**Assignment** This course has not yet been offered, so there is no data at this time.

**Evaluation** This course has not yet been offered, so there is no data at this time.

**Current SLO** This course has not yet been offered, so there is no data at this time.

**Assessment.** This course has not yet been offered, so there is no data at this time.

**Other** Nothing at this time.

**Resource** This course has not yet been offered, so there is no data at this time.

**Comments** Not at this time.

### V T 70 FUNDAMENTALS OF VETERINARY DIAGNOSTIC IMAGING

**Finding** Learning from projected images and diagrams first followed by practical application to manikins and live animal patients is effective.

**Content** No change.

**Method** Provide additional time and opportunity for practicing positioning and exposure of radiographs in weekly labs. All students benefit from more practice time with the instructors.

**Assignment** No Change.  
**Evaluation** Appropriate and effective.  
**Current SLO** Appropriate.  
**Assessment.** Provides sought after information.  
**Resource** Additional realistic training manikins.

*Second Reflection set*

**Finding** Students are conscientious about learning radiation safety for their personal well-being while working with ionizing radiation.  
**Content** No Change. Key principles are well-established and mandated by law and common practice.  
**Method** No change.  
**Assignment** No Change.  
**Evaluation** no Change.  
**Current SLO** Appropriate and effective.  
**Assessment.** Provides sought after information.

V T 72 PRINCIPLES OF VETERINARY DENTISTRY

V T 75A ANIMAL CARE SKILLS I

**Finding** Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.  
**Content** No Change.  
**Method** Increase frequency of on site monitoring by faculty and student assistants.  
**Assignment** No Change.  
**Evaluation** No Change.  
**Current SLO** Appropriate.  
**Assessment.** Provides sought after information.

*Second Reflection set*

**Finding** Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.  
**Content** No Change.  
**Method** Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.  
**Assignment** No Change.  
**Evaluation** No Change.  
**Current SLO** Appropriate.  
**Assessment.** Provides sought after information.

V T 75B ANIMAL CARE SKILLS II

**Finding** Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.  
**Content** No Change  
**Method** Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.  
**Assignment** No Change.  
**Evaluation** No Change.  
**Current SLO** No Change.  
**Assessment.** No Change.  
**Other** n/a  
**Resource** No  
**Comments** No

*Second Reflection set*

**Content** Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.

		<p><b>Method</b> Increase frequency of on site monitoring by faculty and student assistants.</p> <p><b>Assignment</b> No Change</p> <p><b>Evaluation</b> No Change</p> <p><b>Current SLO</b> No Change</p> <p><b>Assessment.</b> No Change</p> <p><b>Other</b> n/a</p> <p><b>Resource</b> No</p> <p><b>Comments</b> No</p>
V T 75C	ANIMAL CARE SKILLS III	<p><b>Finding</b> The vast majority execute their required duties and responsibilities as expected.</p> <p><b>Content</b> No change.</p> <p><b>Method</b> No change.</p> <p><b>Assignment</b> No change.</p> <p><b>Evaluation</b> Add a Peer Review Form that can be submitted to an instructor if problems arise between students.</p> <p><b>Current SLO</b> No change.</p> <p><b>Assessment.</b> No change.</p> <p><b>Other</b> N/A</p> <p><b>Resource</b> No</p> <p><b>Comments</b> No.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> The vast majority of the students conscientiously keep proper records and work cooperatively as part of the Animal Care Teams.</p> <p><b>Content</b> No change.</p> <p><b>Method</b> No change.</p> <p><b>Assignment</b> No change.</p> <p><b>Evaluation</b> In addition to weekly record checks--Introduce sporadic random checks to keep them on their toes.</p> <p><b>Current SLO</b> No change.</p> <p><b>Assessment.</b> No change.</p> <p><b>Other</b> N?A</p> <p><b>Resource</b> No.</p> <p><b>Comments</b> No.</p>
V T 75D	ANIMAL CARE SKILLS IV	
V T 81	CLINICAL PATHOLOGY METHODS	<p><b>Finding</b> 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.</p> <p><b>Content</b> Provide additional graphic resources to enhance learning.</p> <p><b>Method</b> Add Web enhancement using Etudes LMS to enrich the course.</p> <p><b>Assignment</b> Require participation in the Online Course content at least weekly.</p> <p><b>Evaluation</b> NO change.</p> <p><b>Current SLO</b> Appropriate.</p> <p><b>Assessment.</b> Provides sought after information.</p> <p><b>Resource</b> Etudes shell and support.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> 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.</p> <p><b>Content</b> Provide additional graphic resources to enhance learning.</p> <p><b>Method</b> Add Web enhancement using Etudes LMS to enrich the course.</p> <p><b>Assignment</b> Require participation in the Online Course content at least weekly.</p> <p><b>Evaluation</b> No change.</p> <p><b>Current SLO</b> Appropriate.</p>



**Assessment.** Provides sought after information.

**Resource** Etudes Shell and technical support.

#### V T 83 PHARMACOLOGY FOR TECHNICIANS

**Finding** That the presentations, exercises, and examination tools were sufficient. Coordination with other courses in the Vet Tech program and in the workplace were especially valuable in providing a deep learning experience.

**Content** None.

**Method** None.

**Assignment** No changes.

**Evaluation** No changes.

**Current SLO** No change.

**Assessment.** The SLO is a good one and will remain.

**Other** Not at this time.

**Resource** No.

**Comments** Not at this time.

#### *Second Reflection set*

**Finding** The current methods employed in the course are sufficient to cover the extreme breadth and depth of the topic. Knowledge and safe handling and administration are deeply appreciated and mastered.

**Content** No changes.

**Method** No changes.

**Assignment** Add an additional short topic on the medications used commonly for exotic species (bird, reptile, rodent, etc.)

**Evaluation** No changes.

**Current SLO** The SLO is a good one.

**Assessment.** This is an excellent SLO.

**Other** Not at this time.

**Resource** No other resources are needed.

**Comments** Not at this time.

#### V T 84 ANESTHESIOLOGY FOR TECHNICIANS

**Finding** Teaching and assessment using standardized criteria is an effective method.

**Content** None.

**Method** None.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** n/a

**Resource** Funding for additional registered Veterinary Technician lab instructor to reduce student teacher ratio and improve safety and quality of teaching and learning.

**Comments** No.

#### *Second Reflection set*

**Finding** Teaching and assessment using standardized criteria is an effective method.

**Content** None.

**Method** None.

**Assignment** None.

**Evaluation** None.

**Current SLO** None.

**Assessment.** None.

**Other** n/a

**Resource** Funding for additional registered Veterinary Technician lab instructor to reduce student teacher ratio and improve safety and quality of teaching and learning.

## Comments No

## V T 85 VETERINARY EMERGENCY &amp; CRITICAL CARE

**Finding** Students perform at an acceptable level on these exams.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** N/A

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Students performed variably based on their level of preexisting clinical experience. Need more checklists and flow diagrams to assist them in learning the approach to common situations.

**Content** No change.

**Method** Create & distribute; review in class and implement small group practice sessions lab a series of checklists and flow diagrams to assist the student in learning the proper sequence of steps to take in various circumstances.

**Assignment** No Change.

**Evaluation** No Change.

**Current SLO** No Change.

**Assessment.** No Change.

**Other** N/A

**Resource** No.

**Comments** No.

## V T 86 LABORATORY ANIMAL TECHNOLOGY

**Finding** Students performed well on these evaluations overall. Identified several questions that many students missed that need re-evaluation by instructor.

**Content** Ensure content that is test on the exams is covered adequately.

**Method** Reevaluate questions that were missed by many students and determine the reason and rewrite as indicated.

**Assignment** No change.

**Evaluation** rewrite problem questions as needed.

**Current SLO** No change.

**Assessment.** No change.

**Other** N/A

**Resource** NO.

**Comments** No.

*Second Reflection set*

**Finding** Students performed well on these evaluations overall. Identified several questions that many students missed that need re-evaluation by instructor.

**Content** Reevaluate questions that were missed by many students and determine the reason and rewrite as indicated.

**Method** Ensure content that is test on the exams is covered adequately.

**Assignment** No change.

**Evaluation** Rewrite questions as indicated.

**Current SLO** No change.

**Assessment.** No change.

**Other** N/A

**Resource** No.

## Comments No.

V T 86L	LABORATORY ANIMAL METHODS
V T 87A	ADVANCED ANIMAL CARE SKILLS I
<b>Finding</b>	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.
<b>Content</b>	Increase frequency of on site monitoring by faculty and student assistants. Reinforce supervisory responsibilities of senior students.
<b>Method</b>	No change except to provide additional feedback and reinforce expectations for supervision.
<b>Assignment</b>	no Change.
<b>Evaluation</b>	no Change.
<b>Current SLO</b>	Appropriate.
<b>Assessment.</b>	Provides sought after information.
	<i>Second Reflection set</i>
<b>Finding</b>	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.
<b>Content</b>	No change.
<b>Method</b>	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.
<b>Assignment</b>	No Change.
<b>Evaluation</b>	No change.
<b>Current SLO</b>	Appropriate.
<b>Assessment.</b>	Provides sought after information.
V T 87B	ADVANCED ANIMAL CARE SKILLS II
<b>Finding</b>	Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.
<b>Content</b>	Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.
<b>Method</b>	None.
<b>Assignment</b>	None.
<b>Evaluation</b>	None.
<b>Current SLO</b>	None.
<b>Assessment.</b>	None.
	Other n/a
	Resource No.
	Comments No.
	<i>Second Reflection set</i>
<b>Finding</b>	Students generally adhere to SOP and Animal Care Protocols but tend to get lax as the quarter progresses.
<b>Content</b>	Increase frequency of on site monitoring by faculty and student assistants. Increase amount of student feedback.
<b>Method</b>	None.
<b>Assignment</b>	None.
<b>Evaluation</b>	None.
<b>Current SLO</b>	None.
<b>Assessment.</b>	None.
	Other n/a
	Resource No.
	Comments No.

## V T 87C ADVANCED ANIMAL CARE SKILLS III

**Finding** The vast majority execute their required duties and responsibilities as expected.

**Content** No Change.

**Method** No Change.

**Assignment** No Change.

**Evaluation** Add a Peer Evaluation Form that can be submitted to the faculty if problems arise.

**Current SLO** No Change.

**Assessment.** No Change.

**Other** N/A

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** The vast majority of the students conscientiously keep proper records and work cooperatively as part of the Animal Care Teams.

**Content** No Change.

**Method** No Change.

**Assignment** No Change.

**Evaluation** In addition to weekly record checks, introduce random spot checks to keep them on their toes.

**Current SLO** No Change.

**Assessment.** No Change.

**Other** N/A

**Resource** No.

**Comments** No.

## V T 88A CLINICAL PRECEPTORSHIP I

## V T 88B CLINICAL PRECEPTORSHIP II

## V T 89 CLINICAL INTERNSHIP I

**Finding** Difficult to manage so many students who are at such different levels in such diverse veterinary practices.

**Content** No change.

**Method** No change.

**Assignment** Turn in Task list for evaluation each month (3X) during the quarter.

**Evaluation** Continue to rework, improve and simplify task lists to make them easier to complete and review.

**Current SLO** No change.

**Assessment.** No change.

**Other** N/A

**Resource** No.

**Comments** No.

*Second Reflection set*

**Finding** Students are integrating well into the veterinary practices animal care teams and overall exhibiting good work ethics.

**Content** No change.

**Method** No change.

**Assignment** No change.

**Evaluation** No change.

**Current SLO** No change.

**Assessment.** No change.

**Other** N/A

**Resource** No.

**Comments** No.

## V T 91 CLINICAL INTERNSHIP II

**Finding** Use of Standard Criteria and Skills Checklist generally well accepted by student and Intern Supervisors. Still somewhat cumbersome and time consuming documentations process. Students and Supervisors sometimes unclear what is expected of them.

**Content** Improve the Standard Criteria/Skills Checklist document. Will compile and bind into a pocket-sized booklet that will streamline use and improve effectiveness.

**Method** Continued education of Intern Supervisors re; their responsibilities in training and documentation. Improve informational /instructional documents to clarify the process for both the students and the supervisor.

**Assignment** No Change.

**Evaluation** Improve Standard Criteria/ Skills Documentation process and materials.

**Current SLO** Appropriate.

**Assessment.** Provides sought after information.

*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 ethic; 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.

## V T 92 CLINICAL INTERNSHIP III

**Finding** Student evaluations and clinical skills assessment using standardized criteria is and effective way to assess the student. Using the master skills checklist is an effective way to document and record student progress.

**Content** None.

**Method** None.

**Assignment** None.

**Evaluation** Improve the master checklist to make documentation less cumbersome and labor intensive.

**Current SLO** No Change

**Assessment.** 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.

**Comments** Documenting and tracking student progress is an onerous task that can be overwhelming to faculty and off site intern supervisors.

*Second Reflection set*

**Finding** Student evaluations and clinical skills assessment using standardized criteria is and effective way to assess the student. Using the master skills checklist is an effective way to document and record student progress.

**Content** None.

**Method** None.

**Assignment** None.

**Evaluation** None.

**Current SLO** No Change

**Assessment.** No Change

**Other** n/a

**Resource** No

**Comments** No

V T 93 CLINICAL INTERNSHIP IV  
 V T 95 VETERINARY TECHNICIAN PROFICIENCY

**Finding** Students all scored well above the mean on both national and State RVT Licensing Exams. 100% Pass rate for both exams.

**Content** No change.  
**Method** No change.  
**Assignment** No change.  
**Evaluation** No change.  
**Current SLO** No change.  
**Assessment.** No change.  
**Other** N/A  
**Resource** No.  
**Comments** No.

V T 95L VETERINARY TECHNICIAN PROFICIENCY LABORATORY  
 V T 290 DIRECTED STUDY No SLO record.  
 V T 290X DIRECTED STUDY No SLO record.  
 V T 290Y DIRECTED STUDY No SLO record.  
 V T 290Z DIRECTED STUDY No SLO record.

26 of 21 Course IDs for *VART* in the Fine Arts and Communication Division 2009-2010  
 have SLOs Defined.

Course ID	Title	Reflections
VART 1	INTRODUCTION TO FILM STUDIES	
VART 2A	HISTORY OF FILM 1895-1945	
VART 2B	HISTORY OF FILM 1945-CURRENT	
VART 2C	CURRENT TRENDS IN FILM, TV & THE INTERNET	
VART 3	AMERICAN CINEMA	
VART 4	SCRIPTWRITING FOR FILM & VIDEO	
VART 15	WEB VIDEO	
VART 20	DIGITAL VIDEO PRODUCTION I	
VART 21	DIGITAL VIDEO PRODUCTION II	
VART 30	DIGITAL VIDEO EDITING I	No SLO record.
VART 31	DIGITAL VIDEO EDITING II	No SLO record.
VART 50	CAREERS IN THE VISUAL ARTS	
VART 80	SPECIAL PROJECTS IN VIDEO	
VART 80X	SPECIAL PROJECTS IN VIDEO	
VART 80Y	SPECIAL PROJECTS IN VIDEO	
VART 81B	SOUND DESIGN FOR FILM & VIDEO	
VART 87	MOTION GRAPHICS	
VART 150	VIDEO ARTS LABORATORY	
VART 150X	VIDEO ARTS LABORATORY	
VART 150Y	VIDEO ARTS LABORATORY	
VART 150Z	VIDEO ARTS LABORATORY	

15 of 15 Course IDs for *VITI* in the Biological and Health Sciences Division 2009-2010  
 have SLOs Defined.

Course ID	Title	Reflections
VITI 51	APPLIED PLANT SCIENCE	

VITI 52	FALL PRACTICES
VITI 53	WINTER PRACTICES
VITI 55	SPRING PRACTICES
VITI 61A	INTRODUCTION TO WINEMAKING
VITI 61B	INTERMEDIATE WINEMAKING
VITI 61C	ADVANCED WINEMAKING
VITI 63	CONTEMPORARY ISSUES IN WINE MAKING
VITI 65	WINE & CULTURE
VITI 67	RETAIL WINERY MANAGEMENT
VITI 90A	WINE APPRECIATION
VITI 90B	VINEYARD ESTABLISHMENT
VITI 90C	VINEYARD MANAGEMENT
VITI 90D	VINE PRUNING
VITI 90E	BASIC WINEMAKING

10 of 10 Course IDs for *WMN* in the Business and Social Sciences Division have SLOs Defined. 2009-2010

Course ID	Title	Reflections
WMN 5	INTRODUCTION TO WOMEN'S STUDIES	<p><b>Finding</b> Students responded well to this essay and engaged in deep analysis of the topic. Subordination meant many different things to different students and was defined in a wide range of ways.</p> <p><b>Content</b> Expansion of definitions of subordination; previous definitions used in the course were too narrow and confining, as demonstrated by the student essays and interpretations of subordination.</p> <p><b>Method</b> Greater scaffolding of assignment, so that students were more comfortable with the topic.</p> <p><b>Assignment</b> Assignment was hugely successful; no changes needed.</p> <p><b>Evaluation</b> Essay and discussion appear to have been the most fruitful of the methods for getting at this question; exam questions less so than research papers.</p> <p><b>Current SLO</b> No change.</p> <p><b>Assessment.</b> No change.</p> <p><b>Other</b> Different resource materials might be appropriate given the expanded definitions of subordination.</p> <p><b>Resource</b> No</p> <p><b>Comments</b> There were, again, topics that I would have never considered regarding both subordination and liberation. This would not work as an exam question; students need to be able to contemplate and delve into the topic in much greater depth.</p> <p><i>Second Reflection set</i></p> <p><b>Finding</b> Students were not certain about definitions of culture. Many took culture to mean a literal group of people, while others expanded it beyond the sociological definitions. Particularly interesting in the context of women in the culture of motherhood, for example.</p> <p><b>Content</b> Depending on how we want to examine the SLO, we might define culture more specifically in the content of course.</p> <p><b>Method</b> A discussion of culture within the context of the course might be helpful for some students.</p> <p><b>Assignment</b> Assignment worked well but might be more narrowly defined, depending on the interest in the SLO as being more narrow or more broad.</p> <p><b>Evaluation</b> No change.</p> <p><b>Current SLO</b> Worked very well; students had a variety of definitions for culture.</p> <p><b>Assessment.</b> No change.</p> <p><b>Other</b> None.</p> <p><b>Resource</b> None.</p>



**Comments** This was a far more difficult SLO to assess, but the additional scaffolding appears to have assisted students in having a better idea of what to concentrate on.

WMN 11 WOMEN IN GLOBAL PERSPECTIVE

**Finding** Students responded well to the question asking them to talk about the ways in which religion has served as a means of female subordination and also the ways in which women themselves use even very conservative religions for their own purposes. The spectrum of responses was significant, and students were genuinely interested.

**Content** None.

**Method** Greater scaffolding of assignment. Students responded well when given much more specific direction and time lines.

**Assignment** This is currently a discussion question as well as a prompt for one of the essays; students use primary sources, which provides them with a range of materials.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** This SLO was incorporated into an exam question on the midterm.

**Other** None.

**Resource** None.

**Comments** This was a well developed discussion on the message boards as well as a topic of interest in the papers; students really seemed to gain understanding of subordination with this particular assessment.

*Second Reflection set*

**Finding** Students had difficulty combining primary and secondary data. This led to weaker essays and less thoughtful analysis.

**Content** Limiting students to either primary or secondary documents might help, but would detract from the scholarship. The examination of women's roles in the 20th century revolutions is a good question but might be better served as an exam question than a stand alone essay.

**Method** Using only primary sources might make this stronger if it remains an essay assignment.

**Assignment** Possible shift to exam question.

**Evaluation** No changes.

**Current SLO** No changes.

**Assessment.** Use of exam essays rather than just stand alone essays.

**Other** None.

**Resource** None.

**Comments** Because this course is taught primarily online, the discussion on the message boards is very robust; it would be interesting to see how cultural interaction in a face-to-face class would work.

WMN 15 A HISTORY OF WOMEN IN ART

WMN 21 PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES

**Finding** 1) Essay directions need to more clearly direct students to discuss how media portrayals affect women's psychology. While the content analysis was generally quite good, students sometimes neglected to discuss the effects.  
2) I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

**Content** None intended.

**Method** New multiple choice questions.

**Assignment** Greater clarity in terms of asking for effects rather than just causes.

**Evaluation** None.

**Current SLO** Current SLO holds up well in determining what students leaving this course should know.

**Assessment.** None intended.

**Other** None.

**Resource** None.

**Comments** No.

*Second Reflection set*

**Finding** 1) Students sometimes skipped over some of the specific things I asked them to write about. I should make the directions more clear regarding the need to answer all of the questions.

2) I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

**Content** None intended.

**Method** None intended.

**Assignment** Essay directions may need to be broken down into more specifics, so that students answer all of the parts of the questions rather than skipping over them

**Evaluation** Multiple choice questions need to be clearer and more specific.

**Current SLO** No change intended.

**Assessment.** Combination of multiple choice and essay answers seems to work well for this particular SLO.

**Other** None.

**Resource** No.

**Comments** This particular SLO is at the heart of women's studies, but approaching it in a way that does not alienate men in the course is key; since this is a cross listed course, it is particularly important that the elements of psychology and women's studies are brought into the course structure.

WMN 34H	HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES
WMN 35	DEPARTMENT HONORS PROJECTS IN WOMEN'S STUDIES
WMN 36	SPECIAL PROJECTS IN WOMEN'S STUDIES
WMN 36X	SPECIAL PROJECTS IN WOMEN'S STUDIES
WMN 36Y	SPECIAL PROJECTS IN WOMEN'S STUDIES
WMN 36Z	SPECIAL PROJECTS IN WOMEN'S STUDIES

Totals: 1776 of 2209 (80.4%) Course ID have SLO Reflections defined.

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