

Enhancements

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (IIS) French	FREN3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Future reading assessments could include students' ability to identify main points and subtleties without having the text in front of them.
Dept - (IIS) French	FREN3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).	Unable to identify any needed enhancement, given the highly positive results of this assessment.
Dept - (IIS) Hindi	HNDI1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.	By doing group practice and one-on-one helped. Gave good result.
Dept - (IIS) Hindi	HNDI1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.	Will try group work to get even better result.
Dept - (IIS) Hindi	HNDI1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.	For getting more success, one-on-one coaching is good.
Dept - (IIS) Hindi	HNDI1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).	One-on-one help to deserving students, to succeed 100% or 90%A.
Dept - (IIS) Hindi	HNDI3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.	Everyone's individual participation is a must.
Dept - (IIS) Hindi	HNDI3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	To make fluent reading, need more reading in class.
Dept - (IIS) Hindi	HNDI3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	Need more group practice
Dept - (IIS) Hindi	HNDI3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).	To make better result more practice is required.
Dept - (IIS) Intercultural Studies	ICS24_SLO_1	Identify multiple cultural and historical issues pertaining to Asian American Pacific Islanders in literature.	None of the poems in 2014-15 addressed sexuality. I believe that approaching the topic with the name sexuality might confuse and even scare some students. One of the reasons for success in this class in 2014-5 in addressing issues around socioeconomic class was that work and not class was the key category. With regard to gender, a focus on the differences between the concrete experiences of women and men produced more consciousness in the students of the role of gender in

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Dept - (IIS) Intercultural Studies	ICS24_SLO_1	Identify multiple cultural and historical issues pertaining to Asian American Pacific Islanders in literature.	<p>shaping their experiences. A similarly indirect approach that draws on the concrete experiences of students might be a part of creating an environment where students can produce poems that address sexuality.</p> <p>With regard to the delivery of poems, significantly more of the poems are delivered clearly. This is a result of an emphasis during the class on the clear recitation of the poems. Groups were required to make an appointment with the instructor to record their poems. Furthermore, technical assistance from the Technology Resources Group, and particularly the assistance of Marty Kahn, helped to improve the recording quality greatly. There are two areas where the recordings can improve. First, in several of the videos the background music is too loud. Video editors will need to pay attention to the relative volume of the background music and the recording of the poem. Second, in some cases group members who did not write the poems recited them. Sometimes the recitation was stilted, as if the poets did not understand the poems. Some instruction on voice acting might be appropriate for people who are reciting poems. Finally, there should be some discussion among student editors about music transitions and appropriate ways to adjust sound for the end of a video.</p> <p>With regard to images, there were some issues with the use of motionless still images in the Fall quarter. Students in Winter were instructed to use still images sparingly, and if they did use them, to introduce movement through video editing. In the Winter, though, some of the videos had no lead time and some videos ended abruptly. It would be helpful to have mentors with experience with video editing and film production to help beginning film editors who take the class.</p>
Dept - (IIS) Intercultural Studies	ICS24_SLO_1	Identify multiple cultural and historical issues pertaining to Asian American Pacific Islanders in literature.	<p>Regarding the uneven quality of the poems, descriptions for the poetry writing assignments should stress the need for the poems to address issues raised by Asian Americans. Students should also be asked to write about the issue or issues that their poems address.</p> <p>In the future I hope to work with Technology Resources Group in order to improve the sound quality of the videos. I will also stress the importance of the quality of the delivery of the poems.</p>
Dept - (IIS) Intercultural Studies	ICS24_SLO_2	Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.	<p>Earlier in the quarter students should be given an assignment in which they define and use certain key concepts related to race, gender, sexuality, and socioeconomic class. Examples of such concepts include labor solidarity, gendered division of labor, and the regulation of sexuality.</p> <p>One of the reasons for the success of the Fall and Winter courses in developing the ability of students to interpret creative works in terms of gender and class is a consistent emphasis in both of these quarters, and</p>

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Dept - (IIS) Intercultural Studies	ICS24_SLO_2	Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.	especially in the Winter, on the experiences of Asian Americans with regard to work. A similarly sustained attention to relationships and the codes, institutions, governments, and groups that regulate family formation and marriage might produce similar success in students' ability to interpret texts in terms of sexuality.
Dept - (IIS) Intercultural Studies	ICS24_SLO_2	Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.	Students should be encouraged to write at least one poem that addresses gender, sexuality, and/or socioeconomic class. This will probably require some time in class where students will try to develop ways to understand the importance of gender, sexuality, and/or socioeconomic class in shaping the experiences of Asian Americans. Groups should be encouraged to select the poems that address gender, sexuality, and/or socioeconomic class as the poems that they will feature in their videos.
Dept - (IIS) Intercultural Studies	ICS29_SLO_1	The ability to critically think about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in the United States today.	For those students who show some ability, working with them earlier on by giving more specific feedback on this particular portion of the assignment might help improve the student's ability to express his/her critical thinking skills on future assignments.
Dept - (IIS) Intercultural Studies	ICS29_SLO_1	The ability to critically think about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in the United States today.	Phrasing the question better, e.g., being more specific in asking for analysis, asking students to support their answer, suggesting students begin their answer with "This case affects cultural pluralism/cultural diversity by..." would help students provide more thorough answers, leading to a better means of assessment.
Dept - (IIS) Intercultural Studies	ICS38A_SLO_1	Students will demonstrate and apply knowledge of Colonial Latin American history from the 1400s until the 1820s to construct defensible statements of meaning and evaluation about this period's developments.	Better study guides. More in-depth review.
Dept - (IIS) Intercultural Studies	ICS38A_SLO_2	Student will able to analyze and describe the significance of the term mestizaje as it pertains to the creating of the culture and society of Colonial Latin America.	Better study guides. More in-depth review.
Dept - (IIS) Intercultural Studies	ICS4_SLO_1	Students will demonstrate critical thinking skills by analyzing race, racism, and racial inequality and will identify, analyze and discuss different responses to various forms of racism and racial inequality.	1. Created and held "strategy help" sessions for students outside of class time. These group meetings are meant to help students review and come up with ways for doing better on their quizzes. 2. I have also created chapter handouts that help organize the key points from our text for students. I use this in class for lectures, and class discussions.
Dept - (IIS) Intercultural Studies	ICS43_SLO_1	Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.	Have students submit drafts earlier on to improve submission rates; check in and work with those who have not submitted a draft.
Dept - (IIS) Intercultural Studies	ICS43_SLO_1	Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.	Having all students submit an essay would definitely be an improvement, so creating better topic submission process and a way to monitor student progress may help.

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Dept - (IIS) Intercultural Studies	ICS43_SLO_2	Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.	Providing a study guide may help students improve scores in the future.
Dept - (IIS) Intercultural Studies	ICS43_SLO_2	Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.	Study guides could help improve scores.
Dept - (IIS) Intercultural Studies	ICS44_SLO_1	Student will be able to discuss how and why beliefs, values, assumptions, communication and spiritual practices interact to shape ways of being and knowing within the American Indian/Alaskan native experience.	Study guides could help improve the percentage of the class who pass the exam with 80% or better.
Dept - (IIS) Intercultural Studies	ICS44_SLO_2	Students will be able to identify and evaluate the elements of religious syncretism and its respective roles within American Indian/Alaskan native experience.	Working with students who did poorly or could show improvement on the midterm exam might help pull final exam scores up. Study guides could also help improve scores, though scores were generally really good.
Dept - (IIS) Intercultural Studies	ICS7_SLO_3	Demonstrate increased ability to competently interact with and adapt to persons of different cultural backgrounds, by applying intercultural communication concepts and skills to intercultural interactions.	<p>Some of the below are based on an additional survey question which asked students to recommend improvements to the course.</p> <ol style="list-style-type: none"> 1. Focus groups would probably generate more useful SLO assessment data. In the moment (saw the term for this, but can't find it now) assessment (right after the activity and then, say, a week later, and not appearing to be tied to a score) might yield more "honest" results. 2. Three students recommended decreasing number of ppt slides and covering less. This would free up time for more skills practice (esp. as students indicated more practice and reminders would be helpful). 3. One student also recommended that I have them switch "seat mates" daily so that they can interact across more cultures, and respond to different versions of the various skills being practiced. 4. Add actual practice of 5 different conflict styles. 5. Some students also described (in the survey) increased awareness of discrimination, privilege, etc. in response to the following: What is your key take-away (your most important new skill or insight) from this class? I plan to ask a more focused question about this in future assessments.
Dept - (IIS) Intercultural Studies	SLO #1	Analyze a topic or issue related to civic involvement/leadership in Silicon Valley.	Review the assignment to provide a more clear direction and flexibility on the timeline for completion of the projects and steps to take.
Dept - (IIS) International Studies	INTL19A_SLO_1	Students will be able to analyze key historical issues in Pre-Modern East Asian History from remote antiquity to 1800 CE.	none
Dept - (IIS) International Studies	INTL19A_SLO_2	Students will be able to examine and critique a sample of scholarly writing on Pre-Modern East Asian History from remote antiquity to 1800CE.	none

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Dept - (IIS) International Studies	INTL19A_SLO_3	Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped traditional East Asian aesthetics and artistic sensibilities.	none
Dept - (IIS) International Studies	INTL19B_SLO_1	Students will be able to analyze key historical issues in Modern East Asian History from 1800 CE- 2000 CE.	none
Dept - (IIS) International Studies	INTL19B_SLO_2	Students will be able to examine and critique a sample of scholarly writing on Modern East Asian History from 1800CE to 2000 CE.	none
Dept - (IIS) International Studies	INTL19B_SLO_3	Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped Modern East Asian aesthetics and artistic sensibilities.	none
Dept - (IIS) International Studies	INTL22_SLO_1	Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.	The instructor was pleased with the success of students in completing essay exams and she will continue to provide rubrics and sample essay questions in advance. More class time will be devoted to group exercises designed to help students prepare for these essays. In addition, class discussion will be expanded to help students practice how to integrate art examples into their essay responses.
Dept - (IIS) International Studies	INTL22_SLO_2	Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.	The instructor was pleased with the small cohort of students who completed excellent class presentations covering this objective. However, to encourage more student participation, the instructor will continue to add creative exercises to encourage more class discussion and to help students present their ideas clearly in group discussion.
Dept - (IIS) International Studies	INTL22_SLO_3	Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.	The instructor is planning to restore a library workshop previously used in the class to help students expand their skills in conducting research. A class handout will be developed to help improve formatting and documentation of sources. Instructor will continue to use exercises in class to get students to critically analyze sources since such methods seem to be useful in preparation of the paper assignment.
Dept - (IIS) International Studies	INTL22_SLO_4	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	In-class activities will be expanded to include more discussions of test examples (artworks) to improve exam scores.
Dept - (IIS) International Studies	INTL22_SLO_5	Students will demonstrate critical thinking and visual literacy skills through oral communication.	Instructor was pleased with the results of the small cohort of students completing the oral presentation. However, the assignment needs to be changed and expanded to include more topics that can be addressed through research students can conduct in a brief time frame (this

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Dept - (IIS) International Studies	INTL22_SLO_5	Students will demonstrate critical thinking and visual literacy skills through oral communication.	assignment is given near the end of the quarter). This will improve student participation and success. In addition, more time for class responses after oral presentations will be included as this allows for students who are not presenting to be more actively involved. Instructor will also continue to integrate more opportunities for class dialogue.
Dept - (IIS) International Studies	INTL24_SLO_1	Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.	The instructor recognizes the need to continue to utilize rubrics, review materials and in-class writing exercises to help students practice applying critical thinking to in-class writing, which in turn can improve exam scores. Group discussions of study slides (examples of artworks students need to know and analysis on exams) greatly improved final exam scores for a number of students and so more class time will be devoted to slide review and discussion.
Dept - (IIS) International Studies	INTL24_SLO_2	Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.	More class time will be devoted to reactions and discussions following student presentations.
Dept - (IIS) International Studies	INTL24_SLO_3	Students will critically analyze and evaluate diverse scholarly perspectives addressing African arts and cultures.	The instructor is planning to restore a library workshop previously used in the class to help students expand their skills in conducting research. A class handout will be developed to help improve formatting and documentation of sources. Instructor will continue to use exercises in class to get students to critically analysis sources since such methods seem to be useful in preparation of the paper assignment.
Dept - (IIS) International Studies	INTL24_SLO_4	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.	Students need more opportunities to practice presenting their ideas and reflections into written work. They are able to grasp visual (stylistic analysis) fairly easily, but they seem to wrestle with the importance of analyzing art within the larger social and historical context. More in-class writings after group discussion will be added to help students improve writing skills, which hopefully will help improve exam scores. Instructor has created a rubric to demonstrate sample written answers.
Dept - (IIS) International Studies	INTL5_SLO_1	Students will analyze cultural, political, social and economic dimensions of globalization.	International students, partly due to language barriers, tend to have more trouble presenting critical points of view. We will spend more time in class working in these groups in an attempt to strengthen ties among group members. That may increase student confidence.
Dept - (IIS) International Studies	INTL5_SLO_2	Students will critique the formal and informal structures which dominate global interactions, including the World Bank, IMF, WTO, as well as informal structures such as the drug trade, human trafficking, and flows of people who are both immigrants and refugees.	As of fall 2014, we will see whether a more accessible text leads to more reading. We will also repeat the in-class assessments of readings. Every two weeks, we have a class discussion about what people have learned or what they still find confusing.
Dept - (IIS) International Studies	INTL5_SLO_2	Students will critique the formal and informal structures which dominate global interactions, including the World Bank, IMF, WTO, as well as informal structures such as the	We will try different readings as of Fall 2014. We will continue with the in-class assessment of learning. Every two weeks we discuss what people have learned and what continues to be confusing.

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Dept - (IIS) International Studies	INTL5_SLO_2	drug trade, human trafficking, and flows of people who are both immigrants and refugees.	We will try different readings as of Fall 2014. We will continue with the in-class assessment of learning. Every two weeks we discuss what people have learned and what continues to be confusing.
Dept - (IIS) Japanese	JAPN2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 50 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as sightseeing, visiting friends, shopping, college student's life, telephone, and flower viewing.	Encourage students to watch a Japanese T.V. or video. Tell students not to use sentence structures or expressions which they haven't learned in class.
Dept - (IIS) Japanese	JAPN2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.	Next time, I'll expand the story by adding more sentence patterns or expressions from several lessons, and let students practice before the exam.
Dept - (IIS) Japanese	JAPN2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.	I'll keep giving students writing exercises which require both grammatical and semantic understanding of the Japanese language.
Dept - (IIS) Japanese	JAPN2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	Next time, I'll emphasize that students have to describe the Japanese culture in the instruction.
Dept - (IIS) Japanese	JAPN3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as transportation, library, classroom, country of Japan, cooking, and map.	As for the oral interview, I'll ask students to write their responses and submit them. Then I'll give it back to them before the interview.
Dept - (IIS) Japanese	JAPN3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as transportation, library, classroom, country of Japan, cooking, and map.	State criteria for grading and my expectation more explicitly regarding the oral exam. Show the model speech in order to give students an idea of the length of speech or acceptability.
Dept - (IIS) Japanese	JAPN3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as transportation, library, classroom, country of Japan, cooking, and map.	When I let students make a skit dialogue next time, I'll make it mandatory for them to show me the dialogue before the exam.

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Dept - (IIS) Japanese	JAPN3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	In order to find out who is having trouble understanding reading, I'll add reading quizzes to vocabulary quizzes before the final.
Dept - (IIS) Japanese	JAPN3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Next time I'll use a story instead of a dialogue for the reading section and create longer reading materials for reading exercises.
Dept - (IIS) Japanese	JAPN3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	When students practice listening, I'll go over all sentence structures used in the story.
Dept - (IIS) Japanese	JAPN3_SLO_3	Comprehend comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	Give more writing assignments which require more accumulative knowledge about the Japanese language. Include more review in class activities.
Dept - (IIS) Japanese	JAPN3_SLO_3	Comprehend comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	I will continue to save some time for teaching Japanese culture during the quarter.
Dept - (IIS) Japanese	JAPN3_SLO_3	Comprehend comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	I'll include the writing section in the final exam next time.
Dept - (IIS) Japanese	JAPN3_SLO_3	Comprehend comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	I'll keep giving students this handout for them to prepare for the exam.
Dept - (IIS) Japanese	JAPN3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	I'll give more examples to explain how the Japanese language affects Japanese culture and vice versa.
Dept - (IIS) Japanese	JAPN3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	I'll show them some model answers written by former students.
Dept - (IIS) Japanese	JAPN4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.	Due to the time limitation, most students selected the variations of textbook dialogues. Some students created their own skits using the structures and vocabulary covered in this course. The students should have been encouraged to design their own manuscripts with possible extra credits to be stated in the course syllabus.
Dept - (IIS) Japanese	JAPN4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.	Even if the number of students was 25, which is less than the administration's expectation--35, the MCC12 classroom is too small for an interactive language class. The instructor uses an active line game, and the space to make lines and the space that students rotate are required. MCC 12 is so compact. The instructor and students had to move the rectangular tables to perform the line game. The room should be bigger for at least 200 ~ 300 square feet. Most MCC classrooms are designed for intercultural study, but not appropriate for interactive language

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Dept - (IIS) Japanese	JAPN4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.	classes.
Dept - (IIS) Japanese	JAPN4_SLO_2	Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.	The instructor may design simpler writing assignment instead of sophisticated writing answers. Also, the target was too high-90 percent. It should be reduced to 85 percent.
Dept - (IIS) Japanese	JAPN4_SLO_2	Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.	The instructor plans to use similar questions in another class with different students' population to see how it would work in a day class.
Dept - (IIS) Japanese	JAPN4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	Depending upon how the students learned in elementary classes, the abilities of students may vary. The instructor tried to bridge the gaps amongst the students; for instance, giving consolidated summary or conjugation charts to all students. However, some students may need tutoring to review elementary level information so that they would be able to study intermediate Japanese without too much difficulty. Therefore, tutoring service for evening students would be helpful for those full-time working students.
Dept - (IIS) Japanese	JAPN4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	Homework assigned online shows unnatural shapes of Kanji characters time to time. Some students tended to follow trace and follow these fonts. The instructor hopes that Microsoft offers more natural fonts, or the instructor makes hand-writing version of Kanji part and scan so that students would be able to follow natural shape of Kanji characters in homework.
Dept - (IIS) Japanese	JAPN4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	The instructor suggests that De Anza offer Calligraphy class because it would increase the students' interest to learn Kanji characters and help those students who are not familiar with Kanji culture. It would help students who study Chinese and/or Japanese.
Dept - (IIS) Japanese	JAPN4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	If the time is allowed, some students may demonstrate how to put on Kimono by themselves. Or, the instructor may use a total-physical response to practice how to put on Kimono. Depending upon the purpose of Kimono, it may take 30 minutes or more to put on. The instructor may choose the easiest light Kimono if students demonstrate it.
Dept - (IIS) Japanese	JAPN4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	Our current textbooks, Learn Japanese, include academic information of Japanese history and culture. This part was completed by Anthropology Department in University of Maryland, and no other Japanese-language textbooks provide this level of detailed traditional Japanese culture. As some students tend to emphasize on language more than culture, the instructor may add some questions on culture in each lesson quiz; for

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Dept - (IIS) Japanese	JAPN4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	instance, giving an extra credit may encourage students to study the history and culture information.
Dept - (IIS) Japanese	JAPN5_SLO_1	Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.	An intermediate class with 40 students is too crowded. There are so many issues to cover in this level. The reason why the instructor decided to reduce the listening questions in the Japanese Language Proficiency Test style is due to difficulty to challenge that level in a current crowded environment. De Anza used to offer two Japanese 5 classes, which is more efficient.
Dept - (IIS) Japanese	JAPN5_SLO_1	Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.	The class size is too big as an intermediate level. At the end of the quarter, both the instructor and students experienced too much stress to perform the skits in a limited class hours. As most skits were performed in two students, there were 20 skits. Some groups created original skits with longer durations. It takes more than 70 minutes even if we hurried. Hopefully, smaller number of intermediate class would be helpful to make the skit presentation more challenging and enjoyable.
Dept - (IIS) Japanese	JAPN5_SLO_1	Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.	This class started with 40 students in a relatively small classroom. There happend to be an empty space near the classroom, and the instructor devided the students into two different groups; one group performed a line game in a separated room. It is impossible to have two groups of students perform the line game. The room should be 200~300 square feets bigger. Or, the class size should be smaller--25 students maximum.
Dept - (IIS) Japanese	JAPN5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.	The instructor hopes that more students take tutoring services. As some working professionals takes this course, an evening tutoring service should be offered for evening students. A tutoring makes significant differences among the students with various backgrounds.
Dept - (IIS) Japanese	JAPN5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.	The instructor hopes that more tutoring service is available for evening students also.
Dept - (IIS) Japanese	JAPN5_SLO_3	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.	Some computer Kanji fonts look unnatural. Although the instructor encouraged the students to look at the textbook pen-touch Kanji samples, some students follow the computer-Kanji font shapes. If the instructor makes hand-writing Kanji practice sheet and scan it, the Kanji samples would be better.
Dept - (IIS) Japanese	JAPN5_SLO_3	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.	Those students who made more than three errors need to review the basic verb and adjective conjugations. Although the instructor encourages them to take tutoring service, most of them tend to hesitate it. In some quarters, there is a tutor shortage. The instructor hopes that the tutoring service to be organized quickly. Also, more students should be encouraged to work as tutors.
Dept - (IIS) Japanese	JAPN5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties	Students tended to turn in the paper at the end of the quarter. This could

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (IIS) Japanese	JAPN5_SLO_4	in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	be the way of a quarter-system school is. If students agree, the instructor would upload the best paper in My Portal so that students have a chance to read an excellent paper.
Dept - (IIS) Japanese	JAPN5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	The instructor suggests a short video or movie about Japan--geography, history, people, and culture--be shown. Although the instructor showed some online information of Japanese culture time to time, a set of one video of Japanese culture would be more compact.
Dept - (IIS) Japanese	JAPN6_SLO_1	Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how to use dictionaries.	As a choice of memorization and performance of the textbook dialog skit has been required in lower intermediate levels or elementary levels, more creative, culture-related presentation in the target language would be appropriate the highest level of intermediate Japanese.
Dept - (IIS) Japanese	JAPN6_SLO_1	Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how to use dictionaries.	Even though the idealistic target is that almost all students reach near native speaker's level of competency, the instructor thinks that the target should be lowered; for instance, almost all student are able to recognize and perform orally with 75 percent of accuracy.
Dept - (IIS) Japanese	JAPN6_SLO_1	Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how to use dictionaries.	This class started with 37 students in a relatively small classroom in Building L. The instructor hoped to have two different groups to practice the line game. However, the room is too small to have two groups, which means four lines of students. The instructor hopes to use a 200 square feet larger room so that there would be a space in the rear beside the front black-board area space. There used to be some classrooms of appropriate sizes in MCC Building. Now those perfect-size classrooms are gone. If a room is too big, it would not be effective either. Current classrooms in Building L are appropriate for a language classroom if the maximum number of students is under 25.
Dept - (IIS) Japanese	JAPN6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.	Although the instructor hoped to show a 50-minutes movie about Japan's history and culture, she had to skip it due to time limitation. If a student is able to watch it online, reading comprehension regarding Japan's history would be much easier and a student would increase the confidence level in reading. Moreover, a student would be able to interpret the history and culture of Japan better.
Dept - (IIS) Japanese	JAPN6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.	The instructor may include more simpler reading and questions in the exams as well as complicated homework assignment.
Dept - (IIS) Japanese	JAPN6_SLO_3	Compse longer and more accurate discourse about familiar topics to reflect a sustained commnad of vocabulary and language structures.	As some computer-fonts show unnatural Kanji strokes, the instructor should write homework assignment Kanji characters by hand. Also, a calligraphy class be offered in future so that students will be able to be familiar with Kanji characters and recognize the depth of Kanji culture and

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (IIS) Japanese	JAPN6_SLO_3	Compse longer and more accurate discourse about familiar topics to reflect a sustained commnad of vocabulary and language structures.	usages in the Japanese-language structure.
Dept - (IIS) Japanese	JAPN6_SLO_3	Compse longer and more accurate discourse about familiar topics to reflect a sustained commnad of vocabulary and language structures.	To improve students' composition skill, tutoring is the best way. Tutoring service for evening students should be available.
Dept - (IIS) Japanese	JAPN6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	"Snow Country" by Kawabata received Nobel Prize in literature. The instructor used the famous first paragraph as an example of one of the "IF" clause. As the class time is limited, there was no time to watch the movie of this famous novel. If the instructor find the online movie in future, the link would be introduced to the students.
Dept - (IIS) Japanese	JAPN6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).	This highest level of Japanese course started with 37 students and ended with 33 students. This is a large number, and it was crowded as a language classroom. Due to a large number of the students, everything took longer than the instructor expected; eventually, the instructor had to ask students to make presentation shorter. The ideal number of the intermediate classroom should be less than 25.
Dept - (IIS) Korean	KORE1_SLO_1	Develop reading the Korean alphabet, Hanguel and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequeuncy situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and describing people.	I noticed that some students have difficulties in pronouncing new words in the quiz. From the next quiz, I will send my voice recording of new word list as well so students can prepare a quiz by practicing both reading/writing and listening/speaking.
Dept - (IIS) Russian	RUSS1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.	More emphasis on descriptive words (adjectives or/and adverbs) while students make statements and expand their dialogs. This can be done by adding more in-class conversational activities.
Dept - (IIS) Russian	RUSS1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.	For those students who did not met my expectations some reading-preparation activities/exercises would be very helpful.
Dept - (IIS) Russian	RUSS1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of russian-speaking cultures, by analyzing and comparing them to one's own culture(s).	Students can improve their understanding of importance of learning other languages and cultures. It also helps them to realize better their personal goals in life, their purpose as potential contributors to their own society and culture.
Dept - (IIS) Russian	RUSS2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as describing family and friends, taking about school life, playing sports, music, expressing opinions, permissions and prohibitions, making	The following phrases such as "at what time of the day or when exactly (hour, minutes) did it happen?" would enhance the word game.

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Dept - (IIS) Russian	RUSS2_SLO_1	polite inquiries.	The following phrases such as "at what time of the day or when exactly (hour, minutes) did it happen?" would enhance the word game.
Dept - (IIS) Russian	RUSS2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.	Emphasize the differences between Russian and English in regard of grammatical genders. More exercises on verbs with negative particle while using other negative words like "never", "nobody", "nothing", "nothing", etc. (so called double negatives)
Dept - (IIS) Russian	RUSS2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.	Question-Answer method to express location of something by using question :where at?" in comparison to "where to?". As an additional assignment would be appropriate to write 10-15 questions and statements about locations of some furniture pieces in the room or various rooms in a house/dorm.
Dept - (IIS) Russian	RUSS2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Russian speaking cultures, by analyzing and comparing them to one's own culture(s).	At this point and from the language fluency level, students are not able yet to handle the presentations on cultural topics using just simple Russian sentences. As a good method would be appropriate to ask heritage speakers to do their presentations exclusively in Russian, but using simple structures and help co-students to understand the content using visual means so that the rest of the class is able to follow.
Dept - (IIS) Russian	RUSS3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Listening comprehension exercises are always hard. In order to achieve the best results one has to do some preparation activities, such as finding synonyms and/or definitions for new vocabulary used in the texts/recordings. Unfortunately, this type of activities are not offered in the book. I as an instructor have to keep these things in mind and create additional exercises which will ease the detailed understanding of the recordings/texts.
Dept - (IIS) Russian	RUSS3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	Usage of Verb Aspects will improve with time when students continue to participate in every-day /every class conversational activities or while interacting with heritage speakers. Since in the Elementary courses we just introduce verb aspects, the in-depth coverage of this complex grammar topic should be done at a higher level of language classes , such as Intermediate or/and Advanced.
Dept - (IIS) Spanish	SPAN2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to communicate an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Spanish, preparing for a class, school life, shopping and transportation.	Reconsider the wording and/or the future inclusion of the question that had the lowest success rate. Add and/or replacing a couple of existing questions with items that test for gist or global understanding of the listening passage. All items on the test were detail oriented.
Dept - (IIS) Spanish	SPAN2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.	Question with lowest success rate (65%) should be reconsidered; perhaps too difficult for the level, considering that the next lowest success rate is 76%.
Dept - (IIS) Spanish	SPAN2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of	The instructions for the mini-essay should be more specific and state a minimum and a maximum number of sentences to write. In preparation

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Dept - (IIS) Spanish	SPAN2_SLO_3	core vocabulary and language structures.	for this mini-essay task on the final, students should be given more opportunities to complete writing assignments and more guidance in class as they work on them. They should also be given more opportunities to collaborate with each other.
Dept - (IIS) Spanish	SPAN2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).	Some ways to enhance this assessment in the future: 1. revise content of student's research prior to the presentation. This would alert the instructor of students whose research isn't strong enough. 2. engage the students in topic-specific, vocabulary building activities (prior to their presentations) that allow them to have exposure and some familiarity with a wider inventory of words. This would reduce their noticeable repetition of the same words in their oral delivery.
Dept - (IIS) Spanish	SPAN3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to communicate a more complex/abstract range of information relating to high-frequency situations in familiar contexts.	We're satisfied with the logistics of the audio recording passage & questions, and with student performance in the exercise. We don't anticipate changing anything in this assessment tool. As for the one-on-one interview, the tallying process may be simplified by adjusting the rating scale as follows: instead of assigning a sliding decimal score for each grade (5.5 to 6 = A/A+), it may be better to just have a whole numerical value per grade level: 0=F; 1=D-; 2=D; 3=D+ and so on. Another enhancement to the interview tool: not wait until the end of the quarter to give students the list of questions. Instead, break down the list by chapter and distribute the questions at the end of each chapter, accompanied by the corresponding audio recording. This will facilitate more gradual development of listening and speaking skills as well as honing of structural accuracy. At the end of each chapter, students will also be given class time to practice the questions orally with a partner.
Dept - (IIS) Spanish	SPAN3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.	Retest with students enrolled in a 12 week class to see if results are duplicated. May have to reword and/or replace the two questions with failing scores.
Dept - (IIS) Spanish	SPAN3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.	Some of the rubric areas overlap with each other to the point that it seems almost artificial to justify them as separate criteria: e.g., command of target grammar vs. sentence length and accuracy; command of target vocab vs. avoiding repetition of the same words throughout the text; development of main ideas and supporting details vs. structural organization of essay (intro/ main idea / conclusion). It seems necessary to simplify the rubric by combining the areas with most overlap and creating more global criteria. This will allow more time-effective tallying of data and more revealing interpretation of student performance.
Dept - (IIS) Spanish	SPAN3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).	Reviewing the results of this survey was extremely time consuming and it was also hard to consolidate the findings into a report. Need to find better ways to design the format, although this may limit the authenticity with which students are able to express themselves.
Dept - (IIS) Spanish	SPAN4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to communicate an expanding range of somewhat	The question that only 63% of the students got correctly needs to be revised/deleted. Interestingly, it is the shortest question of the five items and the wording is very straightforward. However, it does ask about a

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Dept - (IIS) Spanish	SPAN4_SLO_1	sophisticated information such as summaries, comparisons and reactions to subtitled movies, transcribed broadcasts and songs; magazines, newspapers, and websites; narration of personal experience; expression of regret about contrary-to-fact situations.	detail mentioned very briefly in the conversation, perhaps too briefly for students to notice it.
Dept - (IIS) Spanish	SPAN4_SLO_2	Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.	Ever since this assessment tool was last used (spring 2010), I've changed the format (from True/False to multiple choice) and the content of one of the questions that originally dealt with subtleties of interpretation of the text. The new task is examining supporting details throughout the reading passage to arrive at a conclusion about one of the main ideas. This conclusion is not explicitly stated in the reading passage, so in a sense, the question still focuses on a subtle interpretation of the text.
Dept - (IIS) Spanish	SPAN4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.	I will simplify the rubric by not having so many separate grading components that may overlap and be better joined into more global and level-appropriate criteria. For example: instead of measuring sentence length and construction as a separate item, it can be merged with command of assigned grammar structures. Another example: instead of having "avoids repetition of words/ideas" and "command of transitional expressions" as separates items, merge them with "smoothly organized flow of ideas."
Dept - (IIS) Spanish	SPAN4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncrasies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).	Everything in this cultural unit worked really smoothly, and the students were engaged and challenged. The enhancement that was adopted later on was to ask native speakers of Spanish in the class to think of other images that could be included in a new version of the "Loteria Mexicana." Another enhancement involved a multi-level activity with students enrolled in SPAN 5-6 to share with their SPAN 4 classmates. The SPAN 5-6 students engaged in more sophisticated cross-cultural work by creating their own versions each of a "Mexican Loteria" and a "U.S. Loteria:" they identified "new" images (not used in the previous versions of the Mexican game) that would be strongly emblematic of each culture. The students actually created "loteria" playing sheets with images from the Internet to play with their SPAN 4 classmates.
Dept - (IIS) Spanish	SPAN5_SLO_1	Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously communicate a greater range of more sophisticated information such as points of view after exposure to and analysis of audiovisual, printed, and electronic media; description and narration in any tense.	Clearly, one of the items had a failing rate that is not consistent with the students' excellent performance otherwise. Rereading the question, one realizes that it dwells on a detail that is presented very quickly in the listening passage and that may be beyond the ability of a SPAN 5 to grasp. This question can be simplified to eliminate this detail and to focus instead on another detail that is also included in the question.
Dept - (IIS) Spanish	SPAN5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.	I'm very satisfied with the results, since they show varying degrees of success within a very acceptable range. I don't plan for any change in the assessment tool. Perhaps I could provide a sample for this type of exercise in the study guide / review worksheet for the final exam, so that students have more practice with the reading tasks that they are expected

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Dept - (IIS) Spanish	SPAN5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.	to perform during the actual exam.
Dept - (IIS) Spanish	SPAN5_SLO_3	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.	I'm very pleased with the way the cultural unit led to the successful completion of this writing assignment. If I were to enhance the writing task itself, I would ask students to share a draft or an outline of their essays with their peers before submitting the assignment. Maybe this would have encouraged those students whose work was incomplete.
Dept - (IIS) Spanish	SPAN5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).	I'm very pleased with the way the cultural unit led to the successful completion of this cross-cultural reflections written by the students. In order to enhance the quality of the cross-cultural comparisons, I would ask students to share a draft or an outline with their peers before submitting the assignment.
Dept - (IIS) Spanish	SPAN6_SLO_1	Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately communicate within a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.	Even though the students did well, it seems as though using a third book listening passage AND asking detailed questions may have resulted in a listening task that was slightly beyond realistic expectations for the level. Keeping the third year level passage but with simpler questions may be a better option. OR selecting a second year level passage with more detailed questions.
Dept - (IIS) Spanish	SPAN6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text.	First time this passage and questions are used. After carefully looking at the four lowest scoring items, I have decided to keep (and modify) one and to eliminate the remaining three.
Dept - (IIS) Spanish	SPAN6_SLO_3	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.	I'm very pleased with the way the cultural unit led to the successful completion of this writing assignment. If I were to enhance the writing task itself, I would ask students to share a draft or an outline of their essays with their peers before submitting the assignment.
Dept - (IIS) Spanish	SPAN6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).	I'm very pleased with the way the cultural unit led to the successful completion of this cross-cultural reflections written by the students. If I were to enhance the writing task itself, I would ask students to share a draft or an outline of their cross-cultural comparisons with their peers before submitting the assignment.
Dept - (B/CS) Accounting	ACCT1A_SLO_1	Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.	We decided that it would be helpful to focus more heavily on financial statements and how they affect business performance and perhaps be a little less driven by procedure in covering the course objectives and outcomes
Dept - (B/CS) Accounting	ACCT1A_SLO_1	Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.	Our focus going forward is to begin a dialogue on a uniform method for identifying at risk students, then, developing resources and approaches for minimizing the risk of drops. This is particularly important because all business majors must complete a full year of lower division accounting, and often, Acct 1A failure will steer them away from a business major entirely.

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Dept - (B/CS) Accounting	ACCT1A_SLO_1	Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.	We continue to plan on collaborating on "best approach" to the more difficult objectives of the course and plan on utilizing the tutorial center more in an effort to reduce drops in the course.
Dept - (B/CS) Accounting	ACCT1A_SLO_1	Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.	We do not see a need for additional college resources at this time.
Dept - (B/CS) Accounting	ACCT1A_SLO_1	Demonstrate a knowledge of double entry accounting for business transactions and adjustments and prepare, explain and analyze financial statements using GAAP.	We plan on scheduling the quiz earlier in the term to allow for an earlier feedback loop and to provide us time to ensure all sections take the quiz. We plan to analyze specific questions to determine if the certain areas of double entry accounting (for example - accruals and deferrals) need to be stressed in our courses more.
Dept - (B/CS) Accounting	ACCT1B_SLO_1	Demonstrate a knowledge of the users of accounting information and forms or business ownership, risks and capitalization of each and prepare, analyze and evaluate the financial structure of a firm using corporate financial statements (and include the statement of cash flows).	Department members have agreed to introduce Statement of Cash Flows earlier in the term and review the concept with some regularity.
Dept - (B/CS) Accounting	ACCT1B_SLO_1	Demonstrate a knowledge of the users of accounting information and forms or business ownership, risks and capitalization of each and prepare, analyze and evaluate the financial structure of a firm using corporate financial statements (and include the statement of cash flows).	Statement of Cash Flows will be introduced earlier in the term per SLO 1
Dept - (B/CS) Accounting	ACCT1B_SLO_1	Demonstrate a knowledge of the users of accounting information and forms or business ownership, risks and capitalization of each and prepare, analyze and evaluate the financial structure of a firm using corporate financial statements (and include the statement of cash flows).	We have decided that focusing on the financial statements of a corporation (including cash flows) and comparing those to the sole proprietor and partnership financials, we could see a better understanding of how we measure financial performance of a corporation.
Dept - (B/CS) Accounting	ACCT1B_SLO_2	Analyze and evaluate the capitalization of a firm using debt and equity and apply net present value methodology to the analysis.	Continue to collaborate on best practices as to how to utilize concrete methods for introducing and applying net present value concepts. Use real world examples of stocks and bonds to engage students and illustrate applications.
Dept - (B/CS) Accounting	ACCT1B_SLO_2	Analyze and evaluate the capitalization of a firm using debt and equity and apply net present value methodology to the analysis.	We determined that a stronger focus on net present value concepts will be helpful going forward as the concept is taken up in Acct 1C as well as upper division finance courses that all business students must take, regardless of major.
Dept - (B/CS) Accounting	ACCT1C_SLO_1	Identify elements of cost for a business and explain and analyze how costs are allocated and assessed for various users. Compare and contrast the cost acct system for a manufacturer, merchandiser and service firm and distinguish the differences and similarities between financial reporting and cost accounting and utilize npv and irr for evaluating the financial viability of a business decision.	Continue to collaborate on best classroom practices and emphasize the importance of many of the concepts in Acct 1C for the upper division finance courses all business majors take when they transfer to a four year business program.
Dept - (B/CS) Accounting	ACCT1C_SLO_1	Identify elements of cost for a business and explain and	Spend more in-class problem solving time on net present value and

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Accounting	ACCT1C_SLO_1	analyze how costs are allocated and assessed for various users. Compare and contrast the cost acct system for a manufacturer, merchandiser and service firm and distinguish the differences and similarities between financial reporting and cost accounting and utilize npv and irr for evaluating the financial viability of a business decision.	internal rate of return and focus more of the final review on net present value concepts.
Dept - (B/CS) Accounting	ACCT1C_SLO_1	Identify elements of cost for a business and explain and analyze how costs are allocated and assessed for various users. Compare and contrast the cost acct system for a manufacturer, merchandiser and service firm and distinguish the differences and similarities between financial reporting and cost accounting and utilize npv and irr for evaluating the financial viability of a business decision.	Spend more in-class time using problem solving sessions involving net present value and internal rate of return and provide a highlighted review of those objectives at the end of the course
Dept - (B/CS) Accounting	ACCT1C_SLO_1	Identify elements of cost for a business and explain and analyze how costs are allocated and assessed for various users. Compare and contrast the cost acct system for a manufacturer, merchandiser and service firm and distinguish the differences and similarities between financial reporting and cost accounting and utilize npv and irr for evaluating the financial viability of a business decision.	We determined that spending more time on budgeting and standards would likely help students move forward with a strong understanding of cost allocation and cost accounting since the focus on both of those objectives are the planning and control phase of the business - the most important roles of accounting within an organization. Moreover, at the end of the three course cycle, students will see the discipline as both looking ahead for the business in budgeting and setting standards, and measuring outcomes in analyzing standards of performance. Additionally, we can take the approach of integrating job order and process costing systems in this focus, so all of the major objectives are integrated.
Dept - (B/CS) Accounting	ACCT51A_SLO_1	Assess in a comprehensive manner the conceptual foundations and rationale that underlie accounting applications and critique the effects of transactions and events on an entity's financial condition.	I will continue to focus my instructional efforts on the core fundamental conceptual theory and its associated application.
Dept - (B/CS) Accounting	ACCT51A_SLO_1	Assess in a comprehensive manner the conceptual foundations and rationale that underlie accounting applications and critique the effects of transactions and events on an entity's financial condition.	More class time needs to be spent on the material concerning International Accounting Reporting Standards. I plan on accomplishing this by focusing some of the required reading and homework on this topic.
Dept - (B/CS) Accounting	ACCT51A_SLO_2	Critique the effects of transactions and events on an entity's financial condition.	I plan on spending more time with students explaining how to critique the effects of transactions and events on an entity's financial condition and approaching the topic with new instructional tools and methods.
Dept - (B/CS) Accounting	ACCT51B_SLO_1	Demonstrate the ability to apply professional knowledge of the role of accountants in providing and ensuring the integrity of financial and other information primarily related to liabilities, equity, financial statement disclosure, and the statement of cash flows.	Going forward, spend more time on cash flows and how they tie to the other financial statements and assign more homework in those areas.
Dept - (B/CS) Accounting	ACCT51B_SLO_1	Demonstrate the ability to apply professional knowledge of the role of accountants in providing and ensuring the integrity of financial and other information primarily	I will continue to focus my instructional efforts on the core fundamental conceptual theory and its associated application with respect to bonds, pensions, and the statement of cash flows. I can spend more time

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Accounting	ACCT51B_SLO_1	related to liabilities, equity, financial statement disclosure, and the statement of cash flows.	teaching time value of money concepts. Also, I can provide more practice with cash flows and additional conceptualization time with the pension worksheet.
Dept - (B/CS) Accounting	ACCT52_SLO_1	Demonstrate knowledge of business combinations; prepare, explain and analyze consolidating workpapers and financial statements.	It is recommended that more time be spent on the inventory transfer chapter in the future. Given the high rate of success for the other two SLOs for this course, some of the course time allocated to partnerships could be re-allocated to inventory transfers without sacrificing overall course quality and student performance.
Dept - (B/CS) Accounting	ACCT52_SLO_2	Evaluate foreign currency transactions and prepare journal entries and workpapers to record these transactions.	At this point no additional enhancement related to this SLO seems necessary. Even though the scores are very high for this SLO this topic does would not be an ideal candidate for time reduction and re-allocation to the inventory transfer topic re SLO 1. The course time spent on this topic/outcome is already at a bare mininum.
Dept - (B/CS) Accounting	ACCT52_SLO_3	Analyze partnership formation, operation, and dissolution issues and demonstrate an ability to properly record related transactions.	The enhancement/ action recommended related to this topic/outcome is to slightly reduce the time allocated to partnerships so that more time can be spend on inventory transfer (SLO 1)
Dept - (B/CS) Accounting	ACCT58_SLO_1	List the 10 GAASs (Generally Accepted Auditing Standards) and explain how and why they are followed.	<p>Enhancement/Action:</p> <p>Going forward, if additional class time permits (current one intensive quarter vs. expanding audit course to two quarters), it would be desirable for students spend more time with preparing for practical audit working papers as well as each student will have opportunity to apply the theory to audit program and procedures in real life simulated audit cases.</p> <p>I will continue to balance my instructional efforts between the core audit conceptual foundation (audit risk, materiality, and evidential matter) and its associated application with respect to audit risk assessment, developing audit programs, and applying analytical procedures.</p>
Dept - (B/CS) Accounting	ACCT58_SLO_1	List the 10 GAASs (Generally Accepted Auditing Standards) and explain how and why they are followed.	It appears at this juncture that the course textbook and materials we are using are at the appropriate level for the course. Going forward, it will make sense to perhaps have more 'applied' homework - the actual preparation of audit working papers - since that seems to be a good indicator of student comprehension of auditing and attestation process.
Dept - (B/CS) Accounting	ACCT58_SLO_1	List the 10 GAASs (Generally Accepted Auditing Standards) and explain how and why they are followed.	It appears at this juncture that the text and materials we are using are at the appropriate level for the course. Going forward, it will make sense to perhaps have more 'applied' homework - the actual preparation of audit working papers - since that seems to be a good indicator of student comprehension of auditing and attestation process.
Dept - (B/CS) Accounting	ACCT58_SLO_1	List the 10 GAASs (Generally Accepted Auditing Standards) and explain how and why they are followed.	<p>It is not expected that additional college resources will be required to enhance the course as planned.</p> <p>It appears at this juncture that the text and materials we are using are at the appropriate level for the course. Going forward, it will make sense to</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Accounting	ACCT58_SLO_1	List the 10 GAASs (Generally Accepted Auditing Standards) and explain how and why they are followed.	perhaps have more 'applied' homework - the actual preparation of audit working papers - since that seems to be a good indicator of student comprehension of auditing and attestation process.
Dept - (B/CS) Accounting	ACCT58_SLO_2	Demonstrate knowledge of how GAAS are integrated throughout the financial audit examination process.	<p>Enhancement/Action: re: SLO #2</p> <p>Going forward, if additional class time permits (current one intensive quarter vs. expanding audit course to two quarters), it would be desirable for students spend more time with preparing for practical audit working papers as well as each student will have opportunity to apply the theory to audit program and procedures in real life simulated audit cases.</p> <p>I will continue to balance my instructional efforts between the core audit conceptual foundation (audit risk, materiality, and evidential matter) and its associated application with respect to audit risk assessment, developing audit programs, and applying analytical procedures.</p>
Dept - (B/CS) Accounting	ACCT58_SLO_2	Demonstrate knowledge of how GAAS are integrated throughout the financial audit examination process.	It appears at this juncture that the text and materials we are using are at the appropriate level for the course. Going forward, it will make sense to perhaps have more 'applied' homework - the actual preparation of audit working papers - since that seems to be a good indicator of student comprehension of auditing and attestation process.
Dept - (B/CS) Accounting	ACCT58_SLO_3	Demonstrate knowledge of a systematic audit approach using the three major underlying and interlinked concepts: audit risk, audit materiality, and audit evidence.	<p>Enhancement/Action: re:SLO #3</p> <p>Going forward, if additional class time permits (current one intensive quarter vs. expanding audit course to two quarters), it would be desirable for students spend more time with preparing for practical audit working papers as well as each student will have opportunity to apply the theory to audit program and procedures in real life simulated audit cases.</p> <p>I will continue to balance my instructional efforts between the core audit conceptual foundation (audit risk, materiality, and evidential matter) and its associated application with respect to audit risk assessment, developing audit programs, and applying analytical procedures.</p>
Dept - (B/CS) Accounting	ACCT58_SLO_3	Demonstrate knowledge of a systematic audit approach using the three major underlying and interlinked concepts: audit risk, audit materiality, and audit evidence.	It appears at this juncture that the text and materials we are using are at the appropriate level for the course. Going forward, it will make sense to perhaps have more 'applied' homework - the actual preparation of audit working papers - since that seems to be a good indicator of student comprehension of auditing and attestation process.
Dept - (B/CS) Accounting	ACCT64_SLO_1	Research payroll tax laws and evaluate accounting options to comply with these laws and produce payroll tax reports and related journal entries.	I plan on actively encouraging these students to communicate with me during class and office hours in order to determine the student's handicaps, (lack of time, knowledge, confidence) and then the possible steps the student can take to improve and succeed.
Dept - (B/CS) Accounting	ACCT66_SLO_1	Identify, describe, and explain the way managers use cost accounting information to create value, to make decisions,	It appears at this juncture that the text and materials we are using are at the appropriate level for the course. Going forward, it will make sense to

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Accounting	ACCT66_SLO_1	and to evaluate performance in organizations.	perhaps have more case analysis and one additional term paper on recent cost management topics.
Dept - (B/CS) Accounting	ACCT66_SLO_1	Identify, describe, and explain the way managers use cost accounting information to create value, to make decisions, and to evaluate performance in organizations.	It is not expected that additional college resources will be required to enhance the course as planned.
Dept - (B/CS) Accounting	ACCT66_SLO_2	Define basic cost behaviors and explain how material, labor, and overhead costs are applied to a product at each stage of the production process.	It appears at this juncture that the text and materials we are using are at the appropriate level for the course. Going forward, it will make sense to perhaps have more case analysis and one additional term paper on recent cost management topics.
Dept - (B/CS) Accounting	ACCT67A_SLO_1	Demonstrate knowledge of how to assess and evaluate information required to file a federal tax return and be able to prepare and analyze an individual income tax return from various income sources, adjustments to income, itemized deductions and tax credits.	The course will be updated in the near future to increase its marketability by tailoring it to meet the requirements of courses approved by the California Education Tax Council, CTEC. In order to approve a course to meet their guidelines, CTEC requires the course include 45 hours of Federal Taxation and 15 hours of California tax law. The curriculum will be revised in the future to meet these requirements and give students a course which would satisfy the requirements necessary for them to become tax preparers certified by CTEC
Dept - (B/CS) Accounting	ACCT67B_SLO_1	Demonstrate a knowledge of how to apply tax law for the preparation of individual tax returns for gross income and taxable income purposes, depreciation, depletion and amortization and classify and determine federal and state tax treatment for individuals with gains, losses, employee and self-employment income and expense.	The course will be updated in the near future when the curriculum is updated for ACCT 67A. This course also covers a very limited coverage of other entities such as partnerships and corporations. The curriculum update to this course will expand on the different entities and include more complex individual tax situations.
Dept - (B/CS) Accounting	ACCT68_SLO_1	Explain, differentiate, analyze and evaluate the differences between the taxation of individuals, partnerships, corporations and trusts and prepare and analyze a corporate, partnership, trust and gift tax federal return.	The course will be updated in the near future when the curriculum is updated for ACCT 67A and 67B. This course will be updated in conjunction with Acct 67B in order to expand and enhance the material covered with regards to the taxation of different entities as well as covering tax research.
Dept - (B/CS) Accounting	ACCT75_SLO_1	Demonstrate knowledge of double entry accounting for economic transactions and adjustments within the governmental and nonprofit environments.	The established targets for this SLO were met, however, the student success related to governmental journal entries was the lowest of all SLO items measured in this course. Additional homework and in-class projects related to governmental journal entries should be considered in future courses.
Dept - (B/CS) Accounting	ACCT75_SLO_2	Prepare, explain and analyze governmental and nonprofit financial statements using GAAP and identify the various users of financial statements	<p>The success rate for this SLO is higher than for the first SLO. It would seem that the enhancement related to SLO 1 would take priority over possible enhancement related to this second SLO.</p> <p>It is hoped that as the economy improves and state and local governments begin to hire more that the enrollment for this course will rebuild. The general demographics for local government indicate that many career employees are nearing retirement age and there will be a significant need to hire replacement workers, including financial professionals. This in turn could increase course enrollment in the future.</p>

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Dept - (B/CS) Accounting	ACCT86_SLO_1	Convert a manual accounting system to a computerized system and analyze the differences between the two.	Utilize a more thorough review of Acct 1A in the early part of the course.
Dept - (B/CS) Accounting	ACCT86_SLO_2	Using a generic accounting software, demonstrate the understanding of accounting and accounting software needed to enter transactions and complete the accounting cycle.	We will add a paragraph to the syllabus emphasizing the importance of timely work and the penalty for late work.
Dept - (B/CS) Accounting	ACCT87AI_SLO_1	Using an existing Accounting Software Program, demonstrate the understanding of accounting and the accounting software program necessary to enter transactions and complete the accounting cycle.	Our focus going forward is to identify early risk students and direct students to appropriate resources that will reinforce skills and maximize success in the course.
Dept - (B/CS) Accounting	ACCT87AJ_SLO_1	Using an existing Accounting Software Program, demonstrate the understanding of accounting and the accounting software program necessary to enter transactions and complete the accounting cycle.	Our focus going forward is to identify early risk students and direct students to appropriate resources that will reinforce skills and maximize success in the course.
Dept - (B/CS) Accounting	ACCT88_SLO_1	Evaluate accounting problems; then design and construct Excel spreadsheets to solve those problems.	Our focus going forward is to identify early risk students and direct students to appropriate resources that will reinforce skills and maximize success in the course.
Dept - (B/CS) Automotive Technology	AUTO50A_SLO_1	Student will be able to accurately describe engine theory..	In order to meet the 90% goal, I plan to add a couple detailed power point slides to to the lecture presentation in regards to the four stroke cycle
Dept - (B/CS) Automotive Technology	AUTO50B_SLO_1	Student will be able to answer correctly, selected questions on the final exam concerning engine service, cooling system maintenance and battery testing.	Will come up with a tune up guideline sheet to aid in students ability to retain tune up information for the final exam
Dept - (B/CS) Automotive Technology	AUTO51A_SLO_1	Student will be able to answer correctly, selected questions on the final exam concerning drive line theory, clutch and transmission service and diagnosis.	need to spend more time on driveshaft principles. show students real models of differences in driveshafts and terminology. Reword test questions to make more clear.
Dept - (B/CS) Automotive Technology	AUTO51B_SLO_1	Student will be able to answer correctly, selected questions on the final exam concerning tire service including balancing, disc and drum brake service, and front and rear suspension service.	more time is need to be spent on understanding brake specifications. Use power point presentation to enhance SLO. Show class brake parts and how to use measuring equipment.
Dept - (B/CS) Automotive Technology	AUTO57A_SLO_1	After studying the various parts of the automotive industry and learning job interview skills, the student will participate in an 'in-class' job interview.	I plan on having more dialogue throughout the class and ease students into participating in an interview. Some students who are nervous answer questions as quickly as possible, not really caring about how quickly they get done. I will create better questions that require more of an answer.
Dept - (B/CS) Automotive Technology	AUTO60A_SLO_1	Student will diagnose an open circuit problem in which all or part of the circuit is inoperative. Student will interpret the work order description, apply basic circuit theory concepts using logical circuit tracing techniques and accurate prediction of voltage drops. Student will correctly navigate supporting documents prescribe a recommended repair.	Enhancement (Part II): Additional resource and equipment summary Auto 60A Fall 2010 have found that the provided class room is very adequate. It would help to have a little more room for our vehicle storage. My class has a need for computer and internet access for each student. While there are some computers in our facility, it is very time consuming to get the machines set up and working. Also, the classroom is equipped with an overhead camera, the installation is not correct and results in dark and blurry images, it is very challenging as I use the camera during every lecture, many times I use it spontaneously, it has become disruptive to

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Automotive Technology	AUTO60A_SLO_1	Student will diagnose an open circuit problem in which all or part of the circuit is inoperative. Student will interpret the work order description, apply basic circuit theory concepts using logical circuit tracing techniques and accurate prediction of voltage drops. Student will correctly navigate supporting documents prescribe a recommended repair.	flip the camera on in the middle of an explanation and then have to stop and make several adjustments. The camera also automatically shuts off when you switch back to the PC compounding the trouble. I have
Dept - (B/CS) Automotive Technology	AUTO60A_SLO_1	Student will diagnose an open circuit problem in which all or part of the circuit is inoperative. Student will interpret the work order description, apply basic circuit theory concepts using logical circuit tracing techniques and accurate prediction of voltage drops. Student will correctly navigate supporting documents prescribe a recommended repair.	test
Dept - (B/CS) Automotive Technology	AUTO60B_SLO_1	Student will identify and appraise the operation of engine control systems where computer management is prevalent. Student will apply basic electrical fundamentals for the purpose of diagnostic troubleshooting. Student will interpret and analyze digital computer input and output signals. Student will select the appropriate diagnostic test equipment based on system symptom and design. Student will integrate the results of diagnostic tests and measurements.	Additional resource and equipment summary Auto 60B Fall 2010 have found that the provided class room is very adequate. It would help to have a little more room for our vehicle storage. My class has a need for computer and internet access for each student. While there are some computers in our facility, it is very time consuming to get the machines set up and working. Also, the classroom is equipped with an overhead camera, the installation is not correct and results in dark and blurry images, it is very challenging as I use the camera during every lecture, many times I use it spontaneously, it has become disruptive to flip the camera on in the middle of an explanation and then have to stop and make several adjustments. The camera also automatically shuts off when you switch back to the PC compounding the trouble. I have
Dept - (B/CS) Automotive Technology	AUTO60C_SLO_1	Student will identify major ignition and fuel system components. Student will assess the function of an ignition system as associated with a drive symptom. Student will analyze a fuel delivery system based on diagnostic test results. Student will distinguish the cause of a drivability symptom based on the interpretation of diagnostic results. Student will differentiate the consequence of a failed emission device or system. Student will conclude a repair using the appropriate protocol.	This assessment has helped me improve student learning outcome potentially. I plan to increase the amount of time spent on adjustments and symptoms of the ignition system. By increasing the lecture time I will be able to establish a discussion group in the classroom. This is beneficial because the students will benefit from the different levels of expertise that are present in an evening class. I will also increase the amount of time dedicated to the usage of ignition system diagnostic equipment. Understanding the purpose or function of this equipment is an essential part of diagnostics. I plan to add various lessons regarding each of the most popular diagnostic machines available.
Dept - (B/CS) Automotive Technology	AUTO60D_SLO_1	Student will identify the purpose of an automotive ignition system. Student will demonstrate the correct application and usage of ignition system diagnostic equipment. Student will predict the results of an inappropriately adjusted ignition system. Student will categorize the results of ignition system diagnostics. Student will formulate a diagnosis based on interpretation of provided data values. Student will prioritize required repairs based	course evaluation procedures, the SLO. This assessment has helped me improve student learning outcome potentially. I plan to increase the amount of time spent on adjustments and symptoms of the ignition system. By increasing the lecture time I will be able to establish a discussion group in the classroom. This is beneficial because the students will benefit from the different levels of expertise that are present in an evening class. I will also increase the amount of time dedicated to the usage of ignition system diagnostic

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Automotive Technology	AUTO60D_SLO_1	on effectiveness.	equipment. Understanding the purpose or function of this equipment is an essential part of diagnostics. I plan to add various lessons regarding each of the most popular diagnostic machines available.
Dept - (B/CS) Automotive Technology	AUTO60D_SLO_1	Student will identify the purpose of an automotive ignition system. Student will demonstrate the correct application and usage of ignition system diagnostic equipment. Student will predict the results of an inappropriately adjusted ignition system. Student will categorize the results of ignition system diagnostics. Student will formulate a diagnosis based on interpretation of provided data values. Student will prioritize required repairs based on effectiveness.	This assessment has helped me improve student learning outcome potentially. I plan to increase the amount of time spent on adjustments and symptoms of the ignition system. By increasing the lecture time I will be able to establish a discussion group in the classroom. This is beneficial because the students will benefit from the different levels of expertise that are present in an evening class. I will also increase the amount of time dedicated to the usage of ignition system diagnostic equipment. Understanding the purpose or function of this equipment is an essential part of diagnostics. I plan to add various lessons regarding each of the most popular diagnostic machines available.
Dept - (B/CS) Automotive Technology	AUTO60E_SLO_1	Student will describe the principles of electronic fuel injection. Student will explain common designs of fuel injection systems. Student will distinguish specific fuel injection diagnostic equipment. Student will analyze a fuel injection system based on diagnostic test data. Student will solve a drivability scenario as related to a fuel injection system failure. Student will determine the applicable service procedure based on a given circumstance.	Automotive technology department continues to expand. In regards to Auto 60E I plan to continually revise the course as needed to focus on vehicles and systems that are relevant and will likely need repairs in today's market.
Dept - (B/CS) Automotive Technology	AUTO60F_SLO_1	Student will identify basic internal combustion principles for the gasoline engine. Student will diagnose a no-start condition in which the storage battery, starter, or charging system is faulted. Student will differentiate ignition system primary and secondary faults. Student will apply the appropriate diagnostic steps for a given no-start symptom. Student is able to formulate a diagnostic plan based on provided data parameters. Student will assess the performance of a fuel delivery system.	I plan to adapt auto 60F in accordance to changes in the automotive repair industry, that is as soon as new systems, tools, and methods are developed. A growing area of auto repair is updating or reprogramming on board electronic control units. This is going to require subscriptions to various technical resources for the purpose of software downloads as required by the SAE J2534 standard.
Dept - (B/CS) Automotive Technology	AUTO60G_SLO_1	Student will identify the purpose of an automotive scan tool. Student will recognize the various functions of a scan tool. Student will calculate a diagnostic approach based on scan data. Student will differentiate the status of DTCs (diagnostic trouble codes). Student will evaluate a given set of data for the purpose of diagnostics. Student will categorize data values based on specific symptoms.	Future enhancements for 60G will include expanded use of proprietary scan tools such as the Toyota Tech Stream. Our department has agreed to purchase the needed equipment within the next year or so. I am considering some course modifications that may include a Toyota only component as well as other specialized systems.
Dept - (B/CS) Automotive Technology	AUTO60H_SLO_1	Student will describe the onboard self-test and diagnostic capabilities of various manufacturers' vehicle control systems. Student will apply diagnostic self-tests as applicable for a given symptom. Student will asses generic scan tool data as compared to proprietary data. Student will select the appropriate diagnostic test procedure.	Future enhancements for 60H will include expanded use of proprietary scan tools such as the Toyota Tech Stream. Our department has agreed to purchase the needed equipment within the next year or so. I am considering some course modifications that may include a Toyota only component as well as other specialized systems.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Automotive Technology	AUTO60H_SLO_1	Student will distinguish the results of mode \$06 test results.	Future enhancements for 60H will include expanded use of proprietary scan tools such as the Toyota Tech Stream. Our department has agreed to purchase the needed equipment within the next year or so. I am considering some course modifications that may include a Toyota only component as well as other specialized systems.
Dept - (B/CS) Automotive Technology	AUTO60J_SLO_1	Student will understand the various designs and applications of the diagnostic oscilloscope and power graphing meter. Student will interpret a diagnostic waveform as applicable to a drive fault. Student will summarize the functions of a lab scope. Student	Future enhancements for 60J will include expanded use of PC based oscilloscopes such as the PICO 4 channel. The PICO has been adopted by Toyota as a proprietary factory tool.
Dept - (B/CS) Automotive Technology	AUTO60K_SLO_1	The student will show an understanding of a resistive multiplexed switch circuits operation and diagnosis through a written essay.	None needed.
Dept - (B/CS) Automotive Technology	AUTO61A_SLO_1	Students will understand proper brake inspection procedures.	No further action is needed.
Dept - (B/CS) Automotive Technology	AUTO61B_SLO_1	The student will be able to describe the differences in the two major types of wheel speed sensors used on cars and light trucks as well as how they function, and how to diagnose a failure of the component.	I will enhance both the lecture and demonstration portion of the class to create a better understanding.
Dept - (B/CS) Automotive Technology	AUTO63A_SLO_1	The student will understand the workings of a manual transmisson clutch assembly.	No action needed.
Dept - (B/CS) Automotive Technology	AUTO63D_SLO_1	The student will show an understanding of the operation of transmission solenoids and the corresponding voltage values for diagnostic purposes.	No enhancement needed.
Dept - (B/CS) Automotive Technology	AUTO64_SLO_1	Student should be able to answer selected questions on the final concerning engine theory, valve events, engine diagnostics, and engine assembly.	With the number of students that arrive late in the evening classes being significant, I will probably review material and ask if there are any questions more often. Hopefully, this will promote better understanding of engine theory. I will also search for instructional videos that may help with the theory.
Dept - (B/CS) Automotive Technology	AUTO67A_SLO_1	Student will identify the function of an automotive hybrid propulsion system. Student will apply the recommended safety practices as outlined in the shop manual and ERG (emergency response guide). Student will follow recommended maintenance practices as applicable to a hybrid electric vehicle. Student will outline the service aspects of hybrid electric vehicles. Student will classify the different types of hybrid propulsion systems. Student will define the various components of a hybrid electric vehicle. Student will demonstrate the basic operation of regenerative braking.	Additional resources would include four more hybrid vehicles of various makes. We currently only have two hybrid vehicles and they are both Toyotas.
Dept - (B/CS) Automotive Technology	AUTO92A_SLO_1	Given a vehicle and tools, you are to remove the strut assembly from the vehicle, remove and replace the strut	The course will be updated according to advisory committee input.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Automotive Technology	AUTO92A_SLO_1	from the coil spring, and reinstall the strut assembly in the vehicle, according to recognized industry standards in 30 minutes.	The course will be updated according to advisory committee input.
Dept - (B/CS) Automotive Technology	AUTO92A_SLO_2	Given a vehicle and tools, you are to perform a chassis inspection on a front wheel drive vehicle according to recognized industry standards in 30 minutes.	The course will be updated according to advisory committee input.
Dept - (B/CS) Automotive Technology	AUTO92A_SLO_3	Given a vehicle and tools, you are to perform a chassis inspection on a rear wheel drive vehicle according to recognized industry standards in 30 minutes.	The course will be updated according to advisory committee input.
Dept - (B/CS) Automotive Technology	AUTO92A_SLO_4	Given a vehicle and tools, you are to remove, mount and balance, and reinstall two tire and wheel assemblies, according to recognized industry standards in 30 minutes.	The course will be updated according to advisory committee input.
Dept - (B/CS) Automotive Technology	AUTO93A_SLO_1	The student will be able to demonstrate the ability to measure the critical elements of a selected differential, analyze the readings, make the nec adjustments as well as the skill to dis and reassemble the unit.	No enhancement needed.
Dept - (B/CS) Automotive Technology	AUTO93B_SLO_1	The student will show their understanding of the powerflow through a standard transaxle.	No enhancement needed.
Dept - (B/CS) Automotive Technology	AUTO93C_SLO_2	The student will completely disassemble an automatic transmission and then reassemble the same unit replacing any needed parts. The transmission will then have to function as designed on the transmission dynamometer in the shop.	A new transmission dynamometer is needed that will accept newer transmissions and can be operated safely and effectively. The will cost and \$100,000.00 dollars to purchase install and train faculty in its operation. I have made a measure C funds request to purchase the new equipment.
Dept - (B/CS) Automotive Technology	AUTO94A_SLO_1	After studying the theory of a 4-stroke cycle, internal combustion engine, the student will be able to explain in detail each of the four strokes, valve overlap, and blowdown. This will be done using a cut-away engine.	I think I will make this SLO part of the 94B, which is the class that takes place in the next 6 weeks
Dept - (B/CS) Automotive Technology	AUTO94A_SLO_1	After studying the theory of a 4-stroke cycle, internal combustion engine, the student will be able to explain in detail each of the four strokes, valve overlap, and blowdown. This will be done using a cut-away engine.	The students that did not do well were very nervous. These students spoke English as a second language and were scared. I have to make this less intimidating
Dept - (B/CS) Automotive Technology	AUTO94B_SLO_1	Student will set up and grind a valve face with the proper surface finish, while maintaining a margin thickness of no less than 1/16".	No action needed.
Dept - (B/CS) Automotive Technology	AUTO94C_SLO_1	Student will set up and hone a cylinder to a specified size, with the proper surface finish depending on the type of piston rings being used.	With a new profilometer that measures Rk and Rpk, students will be more successful
Dept - (B/CS) Automotive Technology	AUTO94D_SLO_1	Student will equalize the weight of the rotating ends and reciprocating ends of connecting rods within 1 gram of each other.	No action needed
Dept - (B/CS) Automotive Technology	AUTO94E_SLO_1	Student will prepare a written estimate for a vehicle repair including all pertinent customer information on the repair	I may however, give this assignment earlier in the year and make a more involved SLO for this class

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Automotive Technology	AUTO94E_SLO_1	order.	
Dept - (B/CS) Automotive Technology	AUTO94F_SLO_1	Student will prepare a detailed checklist for an engine being assembled, including assembly of all subsystems.	I will give more repair order assignments so that these students will gain the experience in writing repair orders.
Dept - (B/CS) Automotive Technology	AUTO99A_SLO_1	The student will demonstrate the ability to perform a battery load test, a starter draw test, a charging system test and analyze the readings.	Based on the student feedback from last year, and that fact that the ones that failed waited too long to prepare, I have already begun to assign tasks that emulate the Performance Final. The student will now be preparing for the Performance Final in their every day lab tasks.
Dept - (B/CS) Automotive Technology	AUTO99B_SLO_1	The student will demonstrate the ability to repair a copper strand wire, perform a parasitic draw test, and measure the resistance of various components.	I am going to continue to assign lab tasks that emulate the Performance Final weeks before the Final so the students are well prepared. Even though this past Final was a success, I am going to continue to give the students opportunities to prepare for their Final.
Dept - (B/CS) Automotive Technology	AUTO99C_SLO_1	The student will be able to demonstrate the ability to properly install a distributor into an engine, install spark plug wires in the proper firing order and set ignition timing to specifications.	I am going to continue to assign lab tasks that emulate the Performance Final weeks before the Final so the students are well prepared. This is a very difficult Final, so I am going to continue to give the students opportunities to prepare for their Final.
Dept - (B/CS) Automotive Technology	AUTO99D_SLO_1	The student will be able to examine a vehicle with a no-start condition, and using analytical skills learned in class, be able to deduce the malfunctioning component(s) within 15 minutes.	This task was a success last year, so I will continue to give the students opportunities to practice before this lab task.
Dept - (B/CS) Automotive Technology	AUTO99E_SLO_1	The student will be able to demonstrate how to properly retrieve DTC's from a Powertrain Control Module (PCM), retrieve Freeze Frame Data from a PCM, and retrieve Inspection/Maintenance (I/M) Readiness Status from a PCM.	This Performance Final was a success last year, so I will continue to give the students opportunities to practice before their Final.
Dept - (B/CS) Automotive Technology	AUTO99F_SLO_1	The student will be able to perform a Smog Inspection (Acceleration Simulation Mode), a visual inspection and functional inspection per CA State guidelines.	This task was a success last year, so I will continue to give the students opportunities to practice before their Final.
Dept - (B/CS) Business	BUS10_SLO_1	Distinguish among the primary functions within a business, such as marketing, operations, human resources, accounting, and finance, and identify the interests and roles of key business stakeholders, such as employees, management, owners, and society.	In order to provide the online quiz across all sections of Introduction to Business, cooperation of the Distance Learning Center personnel will be required to create a Catalyst Business 10 Assessment shell and to provide a logon to registered students.
Dept - (B/CS) Business	BUS10_SLO_1	Distinguish among the primary functions within a business, such as marketing, operations, human resources, accounting, and finance, and identify the interests and roles of key business stakeholders, such as employees, management, owners, and society.	None planned at this time.
Dept - (B/CS) Business	BUS10_SLO_2	Demonstrate a working vocabulary of business terms	I will explore resources for teaching the distribution topic in new ways, and experiment with that over the coming year.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Business	BUS60_SLO_1	Examine a country's economic, political, legal, social and cultural conditions and assess its business risks and opportunities.	Additional emphasis will be placed on the effects political environment beginning Spring 2016 quarter.
Dept - (B/CS) Business	BUS65_SLO_1	Compare, contrast and demonstrate leadership behaviors.	None.
Dept - (B/CS) Business	BUS65_SLO_2	Distinguish the roles, interaction and impact of the leader, the follower and the situation in the leadership model.	I will emphasize the importance of the supplementary materials in the course.
Dept - (B/CS) Business	BUS89_SLO_1	Relate contemporary advertising to the classic human communication model.	None
Dept - (B/CS) Business	BUS89_SLO_2	Distinguish advertising from other elements of integrated marketing communications (IMC) and explain its role in an organization's marketing strategy.	None.
Dept - (B/CS) Business	BUS89_SLO_3	Identify the major social and economic aspects of advertising in the U.S. and contrast those with the role of advertising in other countries.	There should be fewer discussion topics covering the social aspects and topics covering the economic and global aspects need to be added. Questions should also be added to the exams. This will be implemented Fall Quarter 2016.
Dept - (B/CS) Business	BUS91_SLO_3	Analyze and evaluate various savings, investment, and insurance options.	Instructor will emphasize savings and investment options in class and provide additional assignments. Will be implemented beginning Winter 16 and assessed in the next review cycle.
Dept - (B/CS) Business	BUS96_SLO_1	Examine the functions of planning, organizing, leading, staffing and controlling.	None.
Dept - (B/CS) Business	BUS96_SLO_2	Evaluate and anticipate the potential effectiveness of various management styles, communications and decisions for a given situation.	None.
Dept - (B/CS) Computer Information Systems	CIS108_SLO_1	Determine the best plan of action to stop malware based on security breach scenarios.	Monitor student performance on these test questions and reword questions to reduce ambiguity as needed.
Dept - (B/CS) Computer Information Systems	CIS14A_SLO_1	Design a graphical user interface in Visual Basic .NET implementing basic controls including text boxes, labels, list boxes, buttons, radio buttons, and checkboxes.	Include GUI related problems on more tests so that students receive positive feedback.
Dept - (B/CS) Computer Information Systems	CIS14A_SLO_2	Design the algorithm, write, document, debug and test the code for event procedures and sub procedures of a Visual Basic application incorporating elementary coding constructs.	This activity includes most of the key components of what they are learning. They wouldn't have the knowledge earlier if it were started earlier so I don't think that it's possible to do sooner. I've refined this particular exercise over the past 10 years it's been included in the course. For instance, the actual calculation of straight-line and double-declining isn't worth as many points as it use to be.
Dept - (B/CS) Computer Information Systems	CIS14A_SLO_3	Read, analyze and explain introductory level Visual Basic code.	I would continue with current methods because the results are extremely successful compared to expectations.
Dept - (B/CS) Computer Information Systems	CIS18A_SLO_1	Use the Unix/Linux Operating System utilities and shell features for basic file manipulation, networking, and communication.	The student who did not pass the exam did not fully participate in the course. They did not show up to class on a regular basis and did not turn in all assignments. These students could be contacted for one-on-one advising so they can determine whether their schedule could permit them to devote time for the course, and for those who wish to continue with

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Computer Information Systems	CIS18A_SLO_1	Use the Unix/Linux Operating System utilities and shell features for basic file manipulation, networking, and communication.	the course, they could be offered individual help to catch up with the rest of the class.
Dept - (B/CS) Computer Information Systems	CIS18A_SLO_1	Use the Unix/Linux Operating System utilities and shell features for basic file manipulation, networking, and communication.	There could be Linux tutors in the CIS lab with set hours, so students know they have additional resources outside of the classroom. This will encourage them to get help or get extra experience with the Linux system
Dept - (B/CS) Computer Information Systems	CIS18B_SLO_1	Use the Unix/Linux Operating System utilities, shell features, and regular expressions for advanced text file manipulation.	An in class tutor and more question / answer sessions could be useful for students who are not yet experienced programmers. For the students who did not turn in assignments consistently, they could be contacted for one-on-one advising to determine whether their schedule would permit more time and effort for the course.
Dept - (B/CS) Computer Information Systems	CIS18B_SLO_1	Use the Unix/Linux Operating System utilities, shell features, and regular expressions for advanced text file manipulation.	Students can be referred to Linux tutors in the CIS lab so they have additional resources outside of the classroom. Students can also be encouraged to work on practice problems together in class so they can explain and learn from each other. The stronger students benefit from explaining concepts to others, and the weaker students can pick up pointers from their peer.
Dept - (B/CS) Computer Information Systems	CIS18C_SLO_1	Create programs in the Bourne Again, Bourne, Korn, and C shells, that interact with the Unix/Linux operating system.	Because the students in the class were highly motivated students who learned the material for their knowledge, the course set up worked fine. The weekly assignments and quizzes kept everyone on task and built students' knowledge consistently
Dept - (B/CS) Computer Information Systems	CIS18C_SLO_1	Create programs in the Bourne Again, Bourne, Korn, and C shells, that interact with the Unix/Linux operating system.	Students who score below 70% have a weaker programming background than the rest of the class, so they could be referred to work one-on-one with Linux tutors in the CIS lab so they have additional resources outside of the classroom.
Dept - (B/CS) Computer Information Systems	CIS21JA_SLO_1	Investigate architectural components and design of microprocessors as well as evaluate and formulate computer and numeric data representation.	The few students who did not score 70% or above needed to review topics that were covered earlier in the quarter. In the final exam review, there should be a reminder that all topics should be studied for the final exam
Dept - (B/CS) Computer Information Systems	CIS21JA_SLO_1	Investigate architectural components and design of microprocessors as well as evaluate and formulate computer and numeric data representation.	The hands-on practice exercise that were done in class are an important component in learning the material, and some online students needed motivation to do these in-class, practice exercises. A minimal number of points could be assigned to these exercises so students could learn from them before attempting homework assignments.
Dept - (B/CS) Computer Information Systems	CIS21JA_SLO_2	Design, code, document, analyze, debug, and test introductory level assembly programs for the x86 family of processors.	The hands-on practice exercise that were done in class are an important component in learning the material, and some online students needed motivation to do these in-class, practice exercises. A minimal number of points could be assigned to these exercises so students could learn from them before attempting homework assignments.
Dept - (B/CS) Computer Information Systems	CIS21JB_SLO_1	Design, code, document, analyze, debug, and test advanced level assembly programs for the x86 family of processor, including linkage to high level languages and floating point processing.	The students in this class were particularly strong programmers and were motivated. From this experience, it was observed that if students were actively learning and felt a common bond with each other in class, they tend to encourage each other and be more likely to succeed.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Computer Information Systems	CIS22A_SLO_1	Design solutions for introductory level problems using appropriate design methodology incorporating elementary programming constructs.	Algorithm design lessons need to proceed code writing at each level: simple sequence, branching, and looping. Some problems where students complete pseudo code and/or flowchart but not necessarily code will be used in the beginning lectures.
Dept - (B/CS) Computer Information Systems	CIS22A_SLO_2	Create algorithms, code, document, debug, and test introductory level C++ programs.	: This is the best class that I've ever had, but I would still like to see improvement on the last lab, which is the most challenging. Five students didn't turn in lab6 and two others had a low grade. Next time, I will spend more time discussing it with students in class and reserve some time for them to work collaboratively in the design phase.
Dept - (B/CS) Computer Information Systems	CIS22A_SLO_2	Create algorithms, code, document, debug, and test introductory level C++ programs.	Perfect the quizzes and tests to show more accurately what students did on the labs. This way, students who copy or have someone else do the labs for them will not get away with it from the start and will have a chance to correct their behavior long before the final test.
Dept - (B/CS) Computer Information Systems	CIS22A_SLO_2	Create algorithms, code, document, debug, and test introductory level C++ programs.	Students need more in class time to complete assignments. That is, there needs to be more "flipping" of the classroom to accommodate the many issues that students are striving against: other difficult classes, work, poor study habits, lower than anticipated problem solving skills. This will make the class more equitable for all.
Dept - (B/CS) Computer Information Systems	CIS22A_SLO_3	Read, analyze and explain introductory level C++ programs.	The important point is to make tracing a focus throughout the course.
Dept - (B/CS) Computer Information Systems	CIS22B_SLO_1	Read, analyze and explain intermediate level C++ programs and their efficiency.	More practice problems of this type should be discussed and assigned
Dept - (B/CS) Computer Information Systems	CIS22B_SLO_1	Read, analyze and explain intermediate level C++ programs and their efficiency.	none
Dept - (B/CS) Computer Information Systems	CIS22B_SLO_2	Design solutions for intermediate level problems using appropriate design methodology incorporating intermediate programming constructs including structures and objects.	<p>Enhancement/Action:</p> <p>For the design SLO, give more examples and provide more online exercises to practice program design. If he/she still has difficulty with design, recommend tutoring with someone who has very good knowledge of the design process required. Because this is a new class, the enhancements to this class and to the previous class in the sequence should greatly improve the students' performance.</p> <p>Re-build the CIS Volunteer Tutoring previously coordinated by a staff who was laid off. Recruit students from this quarter to tutor for the next couple of quarters. Try to form study groups (maybe suggest a Facebook study group page to be formed in which each student is a member of one).</p> <p>When problem-solving skills are found to be lacking (in many of the 30%), suggest they audit the previous course (22A) with an instructor different than the student's actual 22A instructor.</p>
Dept - (B/CS) Computer Information Systems	CIS27_SLO_1	Create object oriented programs using the C++ language.	Introduce Object Oriented paradigm earlier in the course.
Dept - (B/CS) Computer	CIS3_SLO_1	Create a plan to improve a business using software and	Encourage "dry" run-throughs assigning two groups at a time and allowing

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Information Systems	CIS3_SLO_1	hardware.	them to critique each other.
Dept - (B/CS) Computer Information Systems	CIS31_SLO_1	Analyze the functionality of a modern operating system in terms of different management functions.	Enhancement/Action: The choice of book I might change. Quite a few of the students didn't think the book was helpful. The group project is still a valuable process for a student to perform.
Dept - (B/CS) Computer Information Systems	CIS31_SLO_2	Describe the algorithm implementation of modern operating systems.	Enhancement/Action: The results were what was expected so I probably wouldn't change the procedure. The class asked about changing the book. I will examine other books for the next time.
Dept - (B/CS) Computer Information Systems	CIS33A_SLO_1	Design, code, document, analyze, debug, and test introductory level Perl programs that include Perl modules and use operating system features.	Limited enhancements will be made at this time, because my effort is currently going to working on the new SB 1440 courses. Later, when time is available, possible later enhancements include: - Moving some material on-line, that is now covered with handouts - Upgrading to later releases of Perl - Reducing material on C-style string handling and other topics that can be learned in C courses - Increase material on regular expression processing for more effective code - Increase material on piping between Perl and the operating system, with less material on using operating system commands in Perl - Reorganizing the material between CIS 33A, CIS 33B, and CIS 89B to better divide the material between these courses
Dept - (B/CS) Computer Information Systems	CIS35A_SLO_1	Read, analyze and explain intermediate level Java programs.	Have the students take quizzes or exercises in which there is more reading of Java code. Provide one-on-one tutoring and/or study groups, giving exercises to practice desk-checking.
Dept - (B/CS) Computer Information Systems	CIS35A_SLO_2	Design solutions for intermediate level problems using appropriate design methodology incorporating object-oriented intermediate programming constructs.	The student will need to participate more fully in class design exercises and watch more of the videos about design. If he/she still has difficulty with design, he/she will need one-on-one tutoring with someone who has very good knowledge of the design process required.
Dept - (B/CS) Computer Information Systems	CIS35A_SLO_3	Create algorithms, code, document, debug, and test intermediate level Java programs.	Create student study groups. However, with the online sections, groups will be difficult, but not impossible to implement. The online tutoring needs to be implemented more effectively. With this and the common complaint about the complexity of my programming homework assignments, I also plan to change the more advanced assignments to be less complex yet still have the student practice the material.
Dept - (B/CS) Computer Information Systems	CIS4_SLO_1	Manipulate data in a spreadsheet	Continue to emphasize the use of Excel tools during lecture to solidify concepts and procedures for students.
Dept - (B/CS) Computer Information Systems	CIS64A_SLO_1	Prepare database design using database normalization theory and appropriate database schema representation techniques.	Adding more examples on these topics would provide students more clarity on the subject matter.
Dept - (B/CS) Computer Information Systems	CIS64B_SLO_1	Design solutions for introductory level problems using appropriate design methodology incorporating interpreted database constructs.	(1) A different class format that doesn't require students to sit for 4 hours at a time would help. In this format, students who miss one class, just miss too much content and may find difficult to catch up. (2) If the same format is kept, reserve the first hour of each class to review

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Computer Information Systems	CIS64B_SLO_1	Design solutions for introductory level problems using appropriate design methodology incorporating interpreted database constructs.	previous content might help.
Dept - (B/CS) Computer Information Systems	CIS66_SLO_1	Describe the various components, protocols, architectures, and applications of current communication and networking technologies, which are used in LANs, WANs, and the Internet.	I believe more projects in the future can enhance their understanding. One single problem I noticed is the lack of math background that need to be improved. Maybe this can be done by creating some more applets.
Dept - (B/CS) Computer Information Systems	CIS66_SLO_2	Define the basic properties of the TCP/IP, local area, wide area, and fiber optic networks.	I believe more projects in the future can enhance their understanding. One single problem I noticed is the lack of math background that needs to be improved. Maybe this can be done by creating some more applets.
Dept - (B/CS) Computer Information Systems	CIS75A_SLO_1	Define fundamental concepts of TCP/IP architecture and protocols, with emphasis on the network layer, transport layer, and application layer of the suite.	I believe more projects in the future can enhance their understanding. One single problem I noticed is the lack of math background that needs to be improved. Maybe this can be done by creating some more applets.
Dept - (B/CS) Computer Information Systems	CIS75A_SLO_2	Describe the applications of TCP/IP to the Internet.	I believe more projects in the future can enhance their understanding. One single problem I noticed is the lack of math background that needs to be improved. Maybe this can be done by creating some more applets.
Dept - (B/CS) Computer Information Systems	CIS95C_SLO_1	Manage risks using tools and techniques learned in the course.	Although this produced average results, I feel I can improve on this in next offering by covering the technique in class with a clear example. By doing this I will enhance their learning, then have them apply the technique, review and modify output.
Dept - (B/CS) Computer Information Systems	CIS95D_SLO_1	Create a RFP for a given set of requirements.	I plan to provide more examples of business contexts associated with contract types. This will further help students mitigate the challenges said herewith.
Dept - (B/CS) Computer Information Systems	CIS98_SLO_1	Demonstrate correct use of Photoshop tools to alter existing graphics for Internet, print applications, scientific research imaging, and medical imaging.	Faculty will continue to monitor the teaching technique and continue to evaluate its success rate through projects where students apply the learned skills. Adjustments will be made to the curriculum if the percentage of completion declines.
Dept - (B/CS) Computer Information Systems	CIS99_SLO_1	Demonstrate correct format for creating letters using a word processing software.	Continue reviewing any problem areas identified during the course lectures to reinforce understanding and application of this student learning objective.
Dept - (B/CS) Computer Information Systems	CIS99_SLO_2	Create spreadsheets to solve business problems.	Continue reviewing any problem areas identified during the course lectures to reinforce understanding and application of this student learning objective.
Dept - (B/CS) Computer Information Systems	CIS99_SLO_3	Use of database software to create, search, modify and arrange information.	Continue reviewing any problem areas identified during the course lectures to reinforce understanding and application of this student learning objective. Database is the most complex concept taught in this course. An 90% average level of student mastery is quite high for beginning students. I am pleased with this high level of mastery.
Dept - (B/CS) Design & 12/08/2016 1:35	DMT89A(B-E)_SLO_1	Produce tool paths from advanced surface geometry to	The results indicate that the students are not receiving sufficient practice

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Manufacturing Technologies	DMT89A(B-E)_SLO_1	create word address programs.	defining appropriate cut levels and selecting geometry that would result in a properly cut feature.
Dept - (B/CS) Design & Manufacturing Technologies	DMT89A(B-E)_SLO_2	Produce tool paths from advanced part geometry to create word address programs for multi-axis machining centers.	Devote addition lecture time to the subject of analyzing and editing tool paths. Include additional assignments that require students to identify and amend inefficient and ineffective tool paths.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC64_SLO_1	Conduct material property analysis to determine appropriate material selection and use.	More advanced equipment needed in the lab to increase knowledge base of class.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC64_SLO_2	Analyze, compare, and explain manufacturing processes such as molding, forming, forging and casting.	Manufacturing process will be enhanced to add more additive manufacturing.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC71_SLO_1	Analyze, construct, and inspect assigned machined projects using the introductory principles of machining.	Update all lab prints/drawings for future classes
Dept - (B/CS) Design & Manufacturing Technologies	MCNC71_SLO_2	Operate machines and equipment safely.	update checkoff sheets
Dept - (B/CS) Design & Manufacturing Technologies	MCNC72_SLO_1	Apply geometric dimensioning and tolerancing standards to interpret drawings and inspect manufactured parts.	Examine current lectures and worksheets for clarity
Dept - (B/CS) Design & Manufacturing Technologies	MCNC72_SLO_2	Demonstrate basic operation of the coordinate measuring machine to inspect manufactured parts.	1. Add more class time to complete Lab exercises. 2. Provide CMM software to augment hands-on knowledge. 3. Encourage work outside class hours to improve CMM access
Dept - (B/CS) Design & Manufacturing Technologies	MCNC75A_SLO_1	Demonstrate the set up and basic operation of vertical machining centers.	Students who do not meet requirements of operate and set up will not be allowed in the lab due to safety issues.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC75A_SLO_2	Create basic word-address programs to successfully construct projects using vertical machining centers.	Add more emphasis on lab participation as part of final grade.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC75B_SLO_1	Demonstrate the set up and advanced operation of vertical machining centers.	Machine schedule will be in place next quarter as well as strictly enforced due dates.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC75B_SLO_2	Create advanced word-address programs to successfully construct projects using vertical machining centers.	Strict due dates must be in place to finish programs.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC75C_SLO_1	Demonstrate the set up and operation of lathes, horizontal machining centers, and rotary axis.	New drawings and more advanced requirements needed in future course.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC75C_SLO_2	Create word-address programs to successfully construct projects using lathes, horizontal machining centers, and rotary axis.	More advanced projects need to be added to meet the demand of the outside workplace.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC76C_SLO_1	Produce tool paths from advanced surface geometry to create word address programs.	Identify the reasons for students not acquiring and viewing tutorials at the beginning of the course and work on overcoming the obstacles. Devote addition lecture time to the subject of breaking and chaining geometry and the creation of a new WCS. Include additional assignments that allow the students to practice the breaking, chaining and WCS tools.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Design & Manufacturing Technologies	MCNC76C_SLO_2	Produce tool paths from advanced part geometry to create word address programs for multi-axis machining centers.	Identify the reasons for students not acquiring and viewing tutorials at the beginning of the course and work on overcoming the obstacles. Devote addition lecture time to the subject of chaining geometry, creating WCS's and utilizing the verification tools to identify mistakes. Include additional assignments that allow the students to practice the chaining, WCS, and verification tools.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC76F_SLO_1	Construct advanced surface geometry using Mastercam.	Devote addition lecture time to point out the strengths and weaknesses of solid geometry and surface geometry. Include additional assignments that require the students to decide upon the appropriate design tool to use in a given situation.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC76F_SLO_2	Produce tool paths from advanced surface geometry to create word address programs.	Reduce the number of tool path requirements on the first exam. Devote addition lecture time to the creation and placement of tool path limits.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC76L_SLO_1	Construct and import advanced part geometry using Mastercam.	Include an additional assignment that requires all students to use the drag and orientation tools.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC76L_SLO_2	Produce tool paths from advanced part geometry to create word address programs for lathes and multi-axis machining centers.	Devote addition lecture time to transforming tool paths, establishing avoidance regions and using stock recognition. Include additional assignments that allow the students to practice transforming tool paths, establishing avoidance regions and utilizing stock recognition tools.
Dept - (B/CS) Design & Manufacturing Technologies	MCNC77_SLO_1	Analyze, construct, and inspect assigned machined projects using advanced principles of machining.	Class demonstrations are being changed so students can work more independently and take less time at the machine...
Dept - (B/CS) Design & Manufacturing Technologies	MCNC77_SLO_2	Demonstrate safe operation of specialized machining equipment to construct advanced assemblies.	Continue to improve safety methods and worksheets.
Dept - (B/CS) Real Estate	REST50_SLO_1	Demonstrate a knowledge of how real property is described, acquired, appraised, financed, encumbered and leased; how title to real property is held in California, evaluate factually simple real estate contract issues from a buyer's, seller's and real estate agent's perspective and identify and evaluate ethical issues in a California real estate context.	Spend more time on financing and the mathematics of lending in the Principles course - utilize practice sets for interest problems and notes.
Dept - (B/CS) Real Estate	REST50_SLO_1	Demonstrate a knowledge of how real property is described, acquired, appraised, financed, encumbered and leased; how title to real property is held in California, evaluate factually simple real estate contract issues from a buyer's, seller's and real estate agent's perspective and identify and evaluate ethical issues in a California real estate context.	We are concerned about the lack of success with our younger students (aged 18-25) we wish to identify them as at risk early in the term and plan to use an early quiz to help determine readiness.
Dept - (B/CS) Real Estate	REST51_SLO_1	Explain and interpret real estate licensing laws in	Spend more time in class on the exclusive agency listing and make that a

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (B/CS) Real Estate	REST51_SLO_1	California and how they apply to the major areas of specialization in the real estate field and explain, interpret and evaluate the various types of California listing agreements and real estate sales agreements used in California and evaluate factually simple California real estate profession issues and explain how the Commissioner's Code of Ethics is applied to those issues.	part of both the midterm, final and class project or presentation.
Dept - (B/CS) Real Estate	REST51_SLO_1	Explain and interpret real estate licensing laws in California and how they apply to the major areas of specialization in the real estate field and explain, interpret and evaluate the various types of California listing agreements and real estate sales agreements used in California and evaluate factually simple California real estate profession issues and explain how the Commissioner's Code of Ethics is applied to those issues.	Spend more time on the exclusive agency listing and perhaps have the majority of one class devoted to the topic to include an in-class problems solving session.
Dept - (B/CS) Real Estate	REST53_SLO_1	Demonstrate a knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective and the real estate lending process from underwriting and qualifying through funding and loan retirement and demonstrate an understanding of the key players in California real estate finance.	Spend more class time on mathematics - particularly using problem solving methods for loan-to-value ratios and related topics.
Dept - (B/CS) Real Estate	REST53_SLO_1	Demonstrate a knowledge of how real estate is financed in California from a lending, regulatory and borrowers perspective and the real estate lending process from underwriting and qualifying through funding and loan retirement and demonstrate an understanding of the key players in California real estate finance.	Spend more time on the mechanics of lending and utilize practice sets for lending qualifications and LTV (loan to value ratios) by lenders.
Dept - (B/CS) Real Estate	REST61_SLO_1	Identify, analyze and evaluate real estate investments to include residential, commercial, industrial properties and land development while considering taxation and financing issues in the acquisition, ownership and sale of real estate investments and construct cash flow models utilizing discounted cash flows for analysis of economic viability of investment property.	Net present value is a difficult concept as it deals with higher level math skills. Introduce the topic earlier in the term in its simplest form and work through more difficult problems as the term progresses.
Dept - (B/CS) Real Estate	REST61_SLO_1	Identify, analyze and evaluate real estate investments to include residential, commercial, industrial properties and land development while considering taxation and financing issues in the acquisition, ownership and sale of real estate investments and construct cash flow models utilizing discounted cash flows for analysis of economic viability of investment property.	Spend more time on cash flow problems toward the end of the course and do in-class problem solving problems for cash flows and tax aspects of real estate investments
Dept - (BHES) Biology	BIOL 11 SLO 1	Investigate the forms and functions of selected human organ systems from the molecular/cellular level to homeostasis at the organismal level.	I will continue to use these assessment prompts, because they have the ability to show conceptual changes in students, and because they yield interesting misconceptions to address in class. In the future, I will use

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (BHES) Biology	BIOL 11 SLO 1	Investigate the forms and functions of selected human organ systems from the molecular/cellular level to homeostasis at the organismal level.	quotes from students? pre-assessments as discussion prompts when beginning genetics and reproduction. This will help directly confront students? misconceptions and will hopefully make even higher post-assessment scores possible in the future.
Dept - (BHES) Biology	BIOL 11 SLO 1	Investigate the forms and functions of selected human organ systems from the molecular/cellular level to homeostasis at the organismal level.	The second prompt still appears to yield particularly rich responses that match nicely with the goals implicit in this SLO. Since it also allows me to detect changes in student thought, I will continue to use that prompt for in class discussions and in SLO assessments. Responses to the first prompt yielded less rich responses and showed less content knowledge at the end of the course. This might partly relate to the online nature of the survey, since in-class responses to this question seemed much deeper. It's also possible that the brief time spent on hormones during class wasn't enough to generate the strong shifts in knowledge from pre to post I anticipated. I think it would be best to come up with a slightly different prompt that doesn't rely so heavily on a content area that is only briefly discussed. However, it was still encouraging to see clear, though less dramatic than anticipated, shifts in knowledge surrounding this area.
Dept - (BHES) Biology	BIOL 11 SLO 2	Use scientific reasoning to evaluate the biological principles underlying current human health dilemmas, such as the causes of disease, use of biotechnologies, management of epidemics and public health, ecological/environmental health, and social health inequities.	I was very happy with this prompt, both as an SLO assessment and as a centerpiece for in class discussions and activities about vaccines. The dramatic shifts in student thinking and its connection to broader issues connecting biology to everyday health decisions motivate me to continue using this prompt/assessment in the future.
Dept - (BHES) Biology	BIOL 11 SLO 2	Use scientific reasoning to evaluate the biological principles underlying current human health dilemmas, such as the causes of disease, use of biotechnologies, management of epidemics and public health, ecological/environmental health, and social health inequities.	I will continue to assess this SLO using this essay prompt, but I plan to change my methodology in a few ways. For one, I think I will add another related essay question to get more information on students? concepts in this area. Also, I will administer the post-assessment differently, and will change my grading rubric. After discussions with colleagues, I realized that my grading rubric was far more rigorous than what instructors are using in other, more advanced classes. If I apply a more realistic, but still rigorous rubric, my students would have far exceeded my desired average score. I will also provide a more formal ?quiz-like? environment for the post-assessment. This quarter I gave the post-assessment somewhat informally as a ?participation credit only? exercise. I think if I made it clear to students that I would grade these for correctness as part of their grade, I would get more detailed responses. Overall, though, I am very happy with the results.
Dept - (BHES) Biology	BIOL10_SLO_1	Evaluate the correlation of structure and function in plants and animals.	Keep the SLO and diversify how it is measured to include lab assessments.
Dept - (BHES) Biology	BIOL10_SLO_1	Evaluate the correlation of structure and function in plants and animals.	This SLO was assessed by one instructor in one class in one quarter. An enhancement would be to increase the number of instructors doing this assessment in order have a larger sample size.
Dept - (BHES) Biology	BIOL10_SLO_2	Identify and explain the characteristics of life.	Keep the SLO. Incorporate this concept into lab activities or discussions.
Dept - (BHES) Biology	BIOL10_SLO_2	Identify and explain the characteristics of life.	This SLO was assessed by one instructor in one class in one quarter. An

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (BHES) Biology	BIOL10_SLO_2	Identify and explain the characteristics of life.	enhancement would be to increase the number of instructors doing this assessment in order have a larger sample size.
Dept - (BHES) Biology	BIOL10_SLO_3	Demonstrate an understanding of the impacts of human activities on the biosphere.	In the future, a written research assignment may be incorporated in order to enhance student understanding of this topic.
Dept - (BHES) Biology	BIOL10_SLO_3	Demonstrate an understanding of the impacts of human activities on the biosphere.	This SLO was assessed by one instructor in one class in one quarter. An enhancement would be to increase the number of instructors doing this assessment in order have a larger sample size.
Dept - (BHES) Biology	BIOL10_SLO_4	Apply principles of the scientific method to every day problems and develop potential plans for solutions.	In addition to the exam questions, a written homework assignment regarding the utilization of the scientific method in everyday life will be added.
Dept - (BHES) Biology	BIOL10_SLO_4	Apply principles of the scientific method to every day problems and develop potential plans for solutions.	This SLO was assessed by one instructor in one class in one quarter. An enhancement would be to increase the number of instructors doing this assessment in order have a larger sample size.
Dept - (BHES) Biology	BIOL13_SLO_1	Examine marine biology as a branch of the biological sciences and its relation to the scientific field and how the scientific method is used.	Since this was the first assessment ever in Marine Biology, an enhancement would be to continue this process in order to have a larger sample size than one class in one quarter. More data is necessary to fully assess this SLO.
Dept - (BHES) Biology	BIOL13_SLO_2	Appraise the physical and chemical properties of the ocean.	Again, since this was the first assessment ever in Marine Biology, an enhancement would be to continue this process in order to have a larger sample size than one class in one quarter. More data is necessary to fully assess this SLO.
Dept - (BHES) Biology	BIOL13_SLO_3	Compare and contrast the anatomy, behavior, reproduction, and ecology of selected invertebrates, vertebrates, plants, and protista.	Since this was the first assessment ever in Marine Biology, an enhancement would be to continue this process in order to have a larger sample size than one class in one quarter. More data is necessary to fully assess this SLO.
Dept - (BHES) Biology	BIOL26_SLO_1	Evaluate and demonstrate the importance of aseptic techniques when working with microorganisms.	The students that did not receive the total points (12), will be required to practice each class period until they can complete the process successfully. The instructor will continually observe the student's progress.
Dept - (BHES) Biology	BIOL26_SLO_1	Evaluate and demonstrate the importance of aseptic techniques when working with microorganisms.	The students that did not receive the total possible points (12), will be required to practice each class period until they can complete the process successfully. The instructor will continually observe the student's progress
Dept - (BHES) Biology	BIOL26_SLO_1	Evaluate and demonstrate the importance of aseptic techniques when working with microorganisms.	The students that did not receive the total possible points (12), will be required to practice each class period until they can complete the process successfully. The instructor will continually observe the student's progress.
Dept - (BHES) Biology	BIOL26_SLO_2	Compare and contrast the shape, structure, nutritional and environmental requirements of bacteria, viruses, protozoa and fungi.	Although this information was presented in the context of various chapters it was not reviewed before the final exam. In the future I will ask the students to bring this information together during the review.
Dept - (BHES) Biology	BIOL26_SLO_2	Compare and contrast the shape, structure, nutritional and environmental requirements of bacteria, viruses, protozoa and fungi.	Give an assignment to review the material near the end of the quarter before the students take the final exam

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (BHES) Biology	BIOL26_SLO_3	Investigate host parasite relationships and assess their positive and negative impact on the participants.	An activity or assignment to review the material prior to the final exam
Dept - (BHES) Biology	BIOL26_SLO_3	Investigate host parasite relationships and assess their positive and negative impact on the participants.	Review the material in an assignment at the end of the quarter before the final exam
Dept - (BHES) Biology	BIOL40B_SLO_1	Demonstrate the ability to apply basic knowledge regarding the structure and function of the respiratory system to predicting its responses in maintaining homeostasis.	I will continue to use these assessment tools, but increase number of homework assignments to more than just one (the expectation here would be that providing opportunities to interact with the material more frequently would help better meet the learning objective). In future, I could convert the survey question into an essay or group discussion assignment. I would also assess the SLO in lab activities.
Dept - (BHES) Biology	BIOL40B_SLO_2	Appraise the role of the cardiovascular system in maintaining homeostasis.	I will continue to use these assessment tools and potentially include the assessment of this SLO in lab activities.
Dept - (BHES) Biology	BIOL40B_SLO_3	Apply the structural organization of the the nervous system to how it processes information.	I will continue to use these assessment tools, but try to simplify them in order to assess specific aspects of this broad SLO. For example, the nervous system is complex and it would be instructive if the structural organization was narrowed further so that an understanding of the various concepts about information processing of the various structural components were assessed more precisely. Since laboratory instruction is an important part of this course, I would also include the assessment of this SLO in lab activities.
Dept - (BHES) Biology	BIOL40C_SLO_1	Predict the homeostatic responses of the endocrine system to internal and external changes or stimuli.	Review of graphing and basics of negative feedback prior to exercise.
Dept - (BHES) Biology	BIOL40C_SLO_2	Appraise the role of the lymphatic and immune system in the body's defense to disease.	The props used for this exercise receive heavy use and several 'props' are in need of replacement or repair.
Dept - (BHES) Biology	BIOL40C_SLO_3	Generalize the way in which nutrients are processed to perform various energetic and structural functions in the body.	An activity in which students create a storyboard and then step through the processes of glycolysis, the citric acid cycle, and oxidative phosphorylation will be implemented Spring 14 and used to enhance the worksheet-type activities used to reinforce this material.
Dept - (BHES) Biology	BIOL40C_SLO_4	Integrate the structure and function of the kidneys in the regulation of fluid, electrolyte, and pH balance.	A pre-activity discussion on graphing techniques is planned for the next time this activity is scheduled.
Dept - (BHES) Biology	BIOL45_SLO_1	Demonstrate a coherent understanding of the relationship between diet and the major chronic diseases.	The top areas for students to improve include organizing their information better (editing their work) and including more dietary factors that influence the chronic diseases. A voluntary out-of-class workshops for peer reviewing of this essay could potentially help students to do better.
Dept - (BHES) Biology	BIOL45_SLO_2	Evaluate a meal plan or diet for meeting the criteria of a "healthy diet."	Giving students an opportunity to peer review their early drafts of their answers to these questions would help students to get help and help each other in making their answers accurate and complete.
Dept - (BHES) Biology	BIOL54G_SLO_1	Define the characteristics of life and demonstrate an understanding of how homeostatic mechanisms are important to survival.	Keep the SLO .
Dept - (BHES) Biology	BIOL54H_SLO_1	Describe the macroscopic and microscopic aspects of a long bone and their function.	Keep the SLO. Evaluate this SLO next time in lab reports as well as a test question.

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Dept - (BHES) Biology	BIOL54I_SLO_1	Apply principles of homeostasis and distinguish between the mechanisms that regulate hormones and cardiovascular function.	Keep the SLO . This material is currently emphasized in the text, the lecture and the lab manual. I will incorporate this SLO into an extra credit activity that is available to the students on the endocrine system .
Dept - (BHES) Biology	BIOL54J_SLO_1	Evaluate the anatomy and general functions of the human digestive system.	Keep the SLO. Evaluate this SLO next time in lab reports as well as a test question.
Dept - (BHES) Biology	BIOL6A_SLO_1	Analyze and compare the process of homeostasis as applied to common physiological processes across higher taxonomy.	Incorporating an outline system of homework assignments to expand the exposure throughout the quarter of each student to broader examples of physiological processes and organisms to demonstrate homeostasis.
Dept - (BHES) Biology	BIOL6A_SLO_2	Apply the principles of the scientific method to critique case studies in comparative biology research.	Incorporating an Adaptive Follow-Up component to the online system of assignments to target reinforcement of concepts specifically to each individual student demonstrating difficulty with those particular concepts.
Dept - (BHES) Biology	BIOL6A_SLO_3	Contrast the Linnaean traditional phylogenetic and cladistic processes of taxonomy.	Incorporating an Adaptive Follow-Up component to the online system of assignments to target reinforcement of concepts specifically to each individual student demonstrating difficulty with those particular concepts.
Dept - (BHES) Biology	BIOL6B_SLO_1	Demonstrate the ability to use appropriate molecular biology techniques to answer research questions and to interpret and explain the results.	Continue with current approach.
Dept - (BHES) Biology	BIOL6C_SLO_1	Design and compute an independent ecological research project.	I will modify the assignment slightly by improving my instructions. We do several labs in preparation for this project, so my instructions will include references to the statistical analyses we did in those labs.
Dept - (BHES) Biology	NUTR10_SLO_1	Evaluate a meal plan or diet for meeting the criteria of a "Healthy Diet"	More in-class time spent on the steps involved in accurately and effectively assessing their diet would help. Showing examples of answers to some of these questions that are incomplete and incomplete --to contrast the differences -- would illustrate the desired goal.
Dept - (BHES) Biology	NUTR10_SLO_2	Evaluate nutrition claims about dietary supplement, food, or diet for accuracy and health enhancing potential.	Existing instructional methods appear ideally suited to meet this outcome.
Dept - (BHES) Biology	NUTR62_SLO_1	Describe the regulations for supplements and apply this knowledge when evaluating sports supplements.	I will continue to use test questions to assess learning. I will omit the date on test question 2 so it only assesses the students understanding of supplement regulations. In the future, I will track pre & post responses to the clicker challenge question.
Dept - (BHES) Environmental Studies	ESCI1_SLO_2	Utilize the environmental method to demonstrate role of scientist and public to determine a strategy to create a sustainable society using scientific principles.	Require improved monitoring of team assessment preparation
Dept - (BHES) Environmental Studies	ESCI21_SLO_3	Appraise the impacts of human activity affecting California's biodiversity, historically and today.	Better attendance and involvement can be fostered if all mandatory field trips are in the schedule of classes.
Dept - (BHES) Environmental Studies	ESCI54_SLO_2	Students will analyze and assess the techniques and practices of data analysis used in wildlife corridor technology and apply these concepts to a local corridor case study	Incorporate student wishes in the class – e.g. incorporate the GIS intro class early on in the quarter. Reduce other lecture time so more time can be spent on analysis and writing the project report.
Dept - (BHES) Health	HLTH57A_SLO_1	Demonstrate life saving skills in care of injuries and	In the future I will have students answer questions the Red Cross asks me

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Dept - (BHES) Health	HLTH57A_SLO_1	sudden illness as specified by the American Red Cross.	to ask in class during lecture as homework as well as lecture, so that everyone thinks in more detail about them.
Dept - (BHES) Health	HLTH57A_SLO_1	Demonstrate life saving skills in care of injuries and sudden illness as specified by the American Red Cross.	I have found that by assigning the questions the Red Cross asks me to ask in class as homework, the students get better feedback on what they do not fully understand and everyone thinks in more detail about each subject. I will continue this enhancement.
Dept - (BHES) Health Technologies	HTEC101A_SLO_1	Observation of compliance to the OSHA Bloodborne Pathogen Standard during the performance of the last 15 venipunctures.	This SLO significantly impacts the student's safety. It will be monitored each quarter.
Dept - (BHES) Health Technologies	HTEC101A_SLO_2	Observation of the last 15 venipunctures to ensure all phlebotomy steps were correctly performed.	Assessment will continue to be performed each quarter. Assess individual required steps versus the complete Phlebotomy procedure.
Dept - (BHES) Health Technologies	HTEC101B_SLO_1	Demonstrate medical asepsis, nutrition, diet therapy, vital signs, preperation of patients and examination rooms, and various procedures in the medical office.	More student resources, more help, more time before or after class for questions and practice.
Dept - (BHES) Health Technologies	HTEC101C_SLO_1	Demonstrate a level of competence in the skills learned in Medical Communications and Medical Transcription.	Students encouraged to use the computer available on campus or to use their personal laptops to practice so they can get familiar with the stories on the typing test. Practice needs to start at the beginning of the quarter to be prepared for the typing test in class.
Dept - (BHES) Health Technologies	HTEC101E_SLO_1	Demonstrate the local application of heat and cold, use of medical office instruments, application of sterile gloves.	More resources, additional help. Continue to monitor feedback from students.
Dept - (BHES) Health Technologies	HTEC101E_SLO_2	Demonstrate the sterilization and disinfection of equipment and instruments and techniques in assisting in minor surgery.	additonal resources, more help, and continue to monitor
Dept - (BHES) Health Technologies	HTEC101F_SLO_1	Demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms.	Students need to be encouraged to keep up with all readings, assignments, and EKGs right from the beginning of the quarter. Getting off to a good start in the course with strong EKG scores is predictive of future success in the course. In addition to in class hours with instructor, lab hours are available throughout the quarter. Students are encouraged to ask the instructor for feedback on and confirmation of EKG placement.
Dept - (BHES) Health Technologies	HTEC101H_SLO_1	Demonstration of knowledge of medical documentation, transcription, and editing skills.	Give these students more assistance with the pronunciation of medical terms and general words as are heard on the audio dictations.
Dept - (BHES) Health Technologies	HTEC101J_SLO_1	Demonstration of knowledge of medical documentation, transcription, and editing skills.	Encourage the students to reread their final reports focusing on the sensibility of the information, use of proper grammar (verb usage).
Dept - (BHES) Health Technologies	HTEC101K_SLO_1	Demonstration of knowledge of medical documentation, transcription, and editing skills.	Implement Surgical reports and Diagnostic Imaging reports for transcription practice.
Dept - (BHES) Health	HTEC101L_SLO_1	Document the number and success of venipunctures	Since the target was met, continue to monitor and add another parameter

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Technologies	HTEC101L_SLO_1	performed in order to identify improvement.	– Monitoring the time per venipuncture in order to identify an increasing improvement in the speed the venipuncture is performed.
Dept - (BHES) Health Technologies	HTEC101M_SLO_1	Demonstration of knowledge of proper collection and handling of blood specimens while speed and accuracy is increased.	Since the target was met, continue to monitor and add another parameter – Monitoring the time per venipuncture in order to identify an increasing improvement in the speed the venipuncture is performed.
Dept - (BHES) Health Technologies	HTEC110_SLO_1	Illustrate steps involved in seeking employment in medical facilities which include prereartion of resumes and interviewing and preperation for certification examinations.	Continue to monitor feedback as to helpful this course is. Possibly look into additional resources and tools for the students.
Dept - (BHES) Health Technologies	HTEC50_SLO_1	Develop the evolution, desirable characteristics and abilities of various roles of health technologies team members as it relates to the health care team.	Students need to be encouraged to complete their assignments, take home exams and the interview with a member of the Health Technology team. Presently, in addition to the course syllabus, weekly course agenda, and review of the following week's Assignments/exams, I will incorporate more reminders and continue to encourage the students contact me if there are any questions.
Dept - (BHES) Health Technologies	HTEC50_SLO_2	Develop various methods of coping with loss.	Students need to be encouraged to complete and submit their assignments, take home exams and the interview with a member of the Health Technology team. Presently, in addition to the course syllabus, weekly course agenda, and review of the following week's Assignments/Exams, I will incorporate more reminders and continue to encourage the students to contact me if there are any quest ions.
Dept - (BHES) Health Technologies	HTEC60A_SLO_1	Illustrate the word components of medical terminology.	I will continue to emphasize that memorizing the word components would really help the students understand the medical terms. I will give more examples of breaking down medical terms into word components .
Dept - (BHES) Health Technologies	HTEC60A_SLO_1	Illustrate the word components of medical terminology.	Refer to Archived from ECMS/HTEC in Documents
Dept - (BHES) Health Technologies	HTEC60A_SLO_2	Develop medical terms as they relate to the body's structure, diseases of the various body systems, medical specialties and medical specialists.	Refer to Archived from ECMS/HTEC 60A under "Documents" tab.
Dept - (BHES) Health Technologies	HTEC60A_SLO_3	Demonstrate the interpretation of medical abbreviations.	I will continue to emphasize that memorizing and understanding the interpretations of medical abbreviations. I will consider adding more

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Dept - (BHES) Health Technologies	HTEC60A_SLO_3	Demonstrate the interpretation of medical abbreviations.	questions on the exams regarding interpretations of medical abbreviations.
Dept - (BHES) Health Technologies	HTEC60A_SLO_3	Demonstrate the interpretation of medical abbreviations.	Refer to Archived from ECMS/HTEC 60A under "Documents" tab.
Dept - (BHES) Health Technologies	HTEC60G_SLO_1	Demonstrate the anatomy, physiology, and diseases of the digestive, urinary, female reproductive, male reproductive, nervous, sensory, and integumentary body systems.	18 of 20 students passed with a 70% or better
Dept - (BHES) Health Technologies	HTEC60G_SLO_1	Demonstrate the anatomy, physiology, and diseases of the digestive, urinary, female reproductive, male reproductive, nervous, sensory, and integumentary body systems.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.
Dept - (BHES) Health Technologies	HTEC60G_SLO_1	Demonstrate the anatomy, physiology, and diseases of the digestive, urinary, female reproductive, male reproductive, nervous, sensory, and integumentary body systems.	students need to be encouraged to keep up with readings and assignments. Remind them to start early. Student need access to computers and internet. Remind them that these are available in the science resource centerand allied health resource center.
Dept - (BHES) Health Technologies	HTEC60G_SLO_2	Develop case studies that concern diagnostic, conditions, and diseases of systems and/or medical specialties.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.
Dept - (BHES) Health Technologies	HTEC60G_SLO_2	Develop case studies that concern diagnostic, conditions, and diseases of systems and/or medical specialties.	students need to be encouraged to keep up with readings and assignments. Remind them to start early. Student need access to computers and internet. Remind them that these are available in the science resource center and allied health resource center.
Dept - (BHES) Health Technologies	HTEC60H_SLO_1	Demonstrate the anatomy, physiology and diseases of the cardiovascular, respiratory, blood, lymphatic, musculoskeletal and endocrine systems.	Refer to Archived from ECMS/HTEC 60G under "Documents" tab.
Dept - (BHES) Health Technologies	HTEC60H_SLO_1	Demonstrate the anatomy, physiology and diseases of the cardiovascular, respiratory, blood, lymphatic, musculoskeletal and endocrine systems.	Students need to be encouraged to keep up with all the readings, homework, and participating in the lectures right from the beginning of the quarter. Getting off to a good start with the first examination is predictive of future success in this course.
Dept - (BHES) Health Technologies	HTEC60H_SLO_2	Develop case studies that concern diagnostic conditionsand diseases of systems and/or medical specialties.	Students need to be encouraged with all readings, homework assignments, getting off to the course with strong examination scores is predictive of future success in this course.
Dept - (BHES) Health Technologies	HTEC61_SLO_1	Develop the various mechanical formats and guidelines used to prepare a medical history and physical report and design the information which appears in various medical reports.	Exams are reviewed each quarter to make sure that the questions are all understandable and deal with items of class instruction. Students need to be encouraged to use the homework and the in class assignments for as study guides for the exam. Students will be encouraged to meet regularly with instructor if they have problems with what and how to study for the exams.
Dept - (BHES) Health Technologies	HTEC61_SLO_2	Demonstrate words concerned with keyboarding, proofreading and editing of manuscripts and abstracts.	Exams are reviewed each quarter to make sure that the questions are all understandable and deal with items of class instruction. Students need to be encouraged to use the homework and the in-class assignments as

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (BHES) Health Technologies	HTEC61_SLO_2	Demonstrate words concerned with keyboarding, proofreading and editing of manuscripts and abstracts.	study guides for the exams. Students should be encouraged to meet regularly with instructor if they have problems with what and how to study for the exams.
Dept - (BHES) Health Technologies	HTEC64A_SLO_1	Demonstrate the practice of proper application of OSHA standards.	Students need to read the text more than once, listen carefully to power point presentations, tutoring is available for students and resources such as the science resource center and instructional office hours.
Dept - (BHES) Health Technologies	HTEC64A_SLO_2	Demonstrate the handling and storage of specimens.	Students need to visually see a procedure, check the data before performing a task, and rereading the text several times for success.
Dept - (BHES) Health Technologies	HTEC64A_SLO_3	Demonstrate the classification of bacteria and identification of infectious diseases.	Students need to read and reread chapters to retain information, listen in class, ask questions on subjects to understand, and use all resources the De Anza has to offer.
Dept - (BHES) Health Technologies	HTEC64B_SLO_1	Demonstrate the practice of proper application of OSHA standards.	Presentation of information of information in a scenario format as well as notes plus power point. Additional questions included on the quizzes as well as the exams.
Dept - (BHES) Health Technologies	HTEC64B_SLO_2	Recognize and respond to potential problems encountered during venipuncture that can impact patient care.	Present information in a clinical situation, repeat information at a subsequent time, evaluate the wording of the questions.
Dept - (BHES) Health Technologies	HTEC64B_SLO_3	Demonstrate proper procedures for the collection of blood by venipuncture and skin puncture.	establish a participation dialogue in which student is providing information to situational scenarios. Add questions to exam and quizzes. Add quizzes so information is repeatedly tested.
Dept - (BHES) Health Technologies	HTEC68_SLO_1	Demonstrate proper medical reception techniques in the clinical environment.	Students need to not schedule classes that will interfere with the externship placement time frame.
Dept - (BHES) Health Technologies	HTEC68_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the doctors office.	No enhancement needed. The 7 students that actually externed followed the Code Of Ethics in the medical office.
Dept - (BHES) Health Technologies	HTEC71_SLO_1	Illustrate skills necessary to assist incoming and outgoing patients in the medical reception area of the doctor's office.	no enhancement is necessary
Dept - (BHES) Health Technologies	HTEC71_SLO_2	Demonstrate appropriate communication skills with patients and colleagues.	Attaching a "soft copy" of a message template to the assignment would act as a good prompt in guiding the students to the proper organization of a message as well as the required information. The book was cited as reference in the assignment but many students did not follow the suggested format.
Dept - (BHES) Health Technologies	HTEC71_SLO_3	Identify and discuss the advantages and disadvantages of the different types of appointment scheduling including demonstrating computer skills.	No enhancement is necessary
Dept - (BHES) Health Technologies	HTEC73_SLO_1	Illustrate medical ethics. Medical practice act, legal relationship of patient and physician, legal responsibilities of the health technology team member, professional liability, physicians civic duties and arbitration.	Students need to be encouraged to work together early. Students need to be introduced to how to work together in a group and how to prepare a presentation.

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Dept - (BHES) Health Technologies	HTEC74A_SLO_1	Demonstrate transcription skills necessary for medical office using actual diction from various medical specialties.	Implement additional information for this activity during the lectures. Add additional reference search information to the lecture.
Dept - (BHES) Health Technologies	HTEC74A_SLO_2	Illustrate the anatomy, physiology and diseases of the various body systems and utilize them in medical transcription.	implement additional information as to the use of online references and previous text book references. Demonstrate using online references and provide particular websites for the students.
Dept - (BHES) Health Technologies	HTEC74B_SLO_1	Demonstrate transcription with speech recognition editing skills necessary for medical office using actual dictation from Obstetrics and Gynecology, Dermatology, and Neurology Specialties.	Include additional editing skills practice to enhance the students abilities.
Dept - (BHES) Health Technologies	HTEC74C_SLO_1	Demonstrate transcription with speech recognition editing skills necessary for the medical office using actual dictation from Oncology, Pulmonology, Otorhinolaryngology and Urology Specialties.	Include extra editing practice with the students to focus on attention to detail.
Dept - (BHES) Health Technologies	HTEC75_SLO_2	Illustrate competence in the implementation of EHR, creating new documentation in an EHR, setting up EHR software using clinical and administrative tools, creation of templates for procedures and diagnosis , and importing of various documents into a patient's charts.	Have the students practice this chart evaluation at least twice to ensure success.
Dept - (BHES) Health Technologies	HTEC76A_SLO_1	Demonstrate knowledge to code diagnoses using ICD-9-CM Coding Systems.	Students need to be encouraged to keep up with the practice coding exercises as it will lead in not only passing the class but passing the Certified Coding Associate Certification thru AHIMA
Dept - (BHES) Health Technologies	HTEC76B_SLO_1	Explain the purpose of ICD-10-CM/PCS coding systems	Students need to be encouraged to keep up with the practice coding exercises as it will lead in not only passing the class but passing the Certified Coding Associate Certification thru AHIMA
Dept - (BHES) Health Technologies	HTEC77_SLO_1	Develop in conjunction with student and instructor.	Going over expectations ahead of time is helpful, continue to monitor the effectiveness to keep students engaged.
Dept - (BHES) Health Technologies	HTEC90G_SLO_1	Differentiate between component parts of the medical asepsis process.	Extra opportunities to perform skills. Additional materials and resource and demonstrations would be helpful to enhance learning experience.
Dept - (BHES) Health Technologies	HTEC90G_SLO_2	Demonstrate proper application of OSHA standards.	Additional Resources, such as additional help, videos, websites, and more skill lab time.
Dept - (BHES) Health Technologies	HTEC90G_SLO_3	Demonstrate the regulation and measurement of vital signs.	Extra Opportunities to perform skills. Additional materials and resources would enhance the learning of our students.
Dept - (BHES) Health Technologies	HTEC90H_SLO_1	Demonstrate the local application of heat and cold, use of medical office instruments, application of sterile gloves.	More skills lab time, resources, and additional help.
Dept - (BHES) Health Technologies	HTEC90H_SLO_2	Demonstrate the sterilization and disinfection of equipment and instruments and techniques in assisting in minor surgery.	More Resources, More Class time, Additional Staff Help. Continue to monitor results.
Dept - (BHES) Health Technologies	HTEC91_SLO_1	Illustrate common terms used in electrocardiography, physical therapy and radiology procedures.	Quizzes are available on instructor's websites at the start of the quarter. Computer and internet access for the students is important for the students to be able to access course materials early.
Dept - (BHES) Health Technologies	HTEC91_SLO_1	Illustrate common terms used in electrocardiography, physical therapy and radiology procedures.	Students need to be encouraged to keep up with readings and assignments. Remind them to start early.

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Dept - (BHES) Health Technologies	HTEC91_SLO_1	Illustrate common terms used in electrocardiography, physical therapy and radiology procedures.	Student need access to computers and internet. Remind them that these are available in the Science Resource Center and the Allied Health Resource Center.
Dept - (BHES) Health Technologies	HTEC91_SLO_2	Illustrate the structure and electrical conduction system of the heart.	Encourage students to come in during office hours for questions and answers, also to be early and stay late for student questions. Be attentive to students who speak english has a second language.
Dept - (BHES) Health Technologies	HTEC91_SLO_3	Demonstrate measuring and assessing heart rhythms using an electrocardiograph including analyzing normal and abnormal electrocardiograms.	Encourage students to come in for the office hrs for questions and answer, also be early and stay late for the students questions. Be attentive to students who speak English as their second language.
Dept - (BHES) Health Technologies	HTEC93_SLO_1	Demonstrate dosage calculation, drug legislation and standards, drug preparations and information affecting various body systems.	Students will be encouraged to take tutoring and utilize the smart thinking website. I will have more dosage calculations problems for students who need additional help.
Dept - (BHES) Health Technologies	HTEC94_SLO_1	Illustrate pertinent anatomy and physiology and choice of equipment for injections.	More help, more skill lab time, goal met will continue to monitor for review.
Dept - (BHES) Health Technologies	HTEC94_SLO_2	Demonstrate proper techniques, hazards and complications, post-treatment and test patient of a minimum of 10 intramuscular, 10 subcutaneous and 10 intradermal injections.	additional lab time and more models in the classroom
Dept - (BHES) Health Technologies	HTEC95A_SLO_1	Demonstrate proper Medical Assisting techniques in the clinical environment.	Refresher of techniques prior to externship. Monitor supervisor review comments + recommendation for a better experience for our students.
Dept - (BHES) Health Technologies	HTEC95A_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Confirm with the students that they understand the content of the externship evaluation packet so that they comprehend the what code of ethics expectations are in the clinical environment.
Dept - (BHES) Health Technologies	HTEC95B_SLO_1	Demonstrate proper Phlebotomy Technician I techniques in the clinical environment.	Continue to monitor feedback. Continue to have our refresher course prior to externship.
Dept - (BHES) Health Technologies	HTEC95B_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Going over the Evaluation Packet so students know the expectations of code of ethics and medico-legal principles to have in the clinical environment.
Dept - (BHES) Health Technologies	HTEC96A_SLO_1	Demonstrate proper Medical Assisting techniques in the clinical environment.	Implement feedback into MA curriculum.
Dept - (BHES) Health Technologies	HTEC96A_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Going over the Evaluation Packet so students know the expectations of code of ethics and medico-legal principles to have in the clinical environment.
Dept - (BHES) Health Technologies	HTEC96B_SLO_1	Demonstrate proper Medical Secretary techniques in the clinical environment.	More variety of sites. Will continue to monitor review. Going over the expectations would be helpful students before hand.
Dept - (BHES) Health Technologies	HTEC96B_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Continue to have refresher course prior to externship. Go over Evaluation packet with students so they understand expectations in the clinical environment.
Dept - (BHES) Health Technologies	HTEC96C_SLO_1	Demonstrate proper Medical File Clerk techniques in the clinical environment.	Going over the expectations, having an orientation, and continue to monitor feedback from facilities plus students is helpful.

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Dept - (BHES) Health Technologies	HTEC96C_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Continue to have refresher course prior to externship. Going over the Evaluation packet and going over expectations required in the clinical setting may be helpful before hand.
Dept - (BHES) Health Technologies	HTEC96D_SLO_1	Demonstrate proper Medical Record Clerk techniques in the clinical environment.	Refresher of Student expectations as well as evaluation. Orientation and refresher course would be helpful.
Dept - (BHES) Health Technologies	HTEC96D_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Continue to have refresher course prior to externship. Going over the Evaluation packet and going over expectations required in the clinical setting may be helpful before hand.
Dept - (BHES) Health Technologies	HTEC96E_SLO_1	Demonstrate proper Business Office Clerk techniques in the clinical environment.	Going over expectations and evaluation would be helpful for the students. Continue to monitor feedback from the students as well as clinical facilities for a better over all experience.
Dept - (BHES) Health Technologies	HTEC96E_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Continue to have refresher course prior to externship. Going over the Evaluation packet and going over expectations required in the clinical setting may be helpful before hand.
Dept - (BHES) Health Technologies	HTEC96F_SLO_1	Demonstrate proper Insurance and Coding techniques in the clinical environment.	Continue to monitor feedback. Going over expectations and evaluation would be helpful for students so that they know what to expect.
Dept - (BHES) Health Technologies	HTEC96F_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Continue to have refresher course prior to externship. Going over the Evaluation packet and going over expectations required in the clinical setting may be helpful before hand.
Dept - (BHES) Health Technologies	HTEC96G_SLO_1	Demonstrate proper Medical Transcription techniques in the clinical environment.	Going over expectations and evaluation packet prior to externship would be helpful for students. Continue to monitor feedback for a better clinical experience for our students.
Dept - (BHES) Health Technologies	HTEC96G_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Continue to have refresher course prior to externship. Going over the Evaluation packet and going over expectations required in the clinical setting may be helpful before hand.
Dept - (BHES) Health Technologies	HTEC96H_SLO_1	Demonstrate proper EKG techniques in the clinical environment.	More variety of clinical sites with availability to enhance EKG skills.
Dept - (BHES) Health Technologies	HTEC96H_SLO_2	Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.	Enhancement, training about code of ethics and medicolegal principles before entering the clinical site.
Dept - (BHES) Medical Laboratory Technician	HTEC 180_SLO_1	,,...)_ Safely and accurately perform analytical procedures in Clinical Hematology/Urinalysis/Coagulation departments identifying normal and abnormal lab tests and factors affecting results and take appropriate action.	: Emphasizing the laboratory skills and case studies will help prepare the students for their clinical rotations. Having enough equipment and samples for all students to practice is important.
Dept - (BHES) Medical Laboratory Technician	HTEC183_SLO_1	Safely and accurately perform analytical procedures in Clinical Microbiology identifying normal and abnormal lab tests and factors affecting results and take appropriate action.	Emphasizing the laboratory skills and case studies will help prepare the students for their clinical rotations. Having enough equipment and samples and media for all students to practice is important.

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Dept - (BHES) Medical Laboratory Technician	HTEC184_SLO_1	Safely and accurately perform analytical procedures in Clinical Immunology/ Immunohematology identifying normal and abnormal lab tests and factors affecting results and take appropriate action.	: Emphasizing the laboratory skills and case studies will help prepare the students for their clinical rotations. Having enough equipment and samples and media for all students to practice is important. Keeping the excellent blood banking portion of the course is a value as many students get little exposure in the rotations.
Dept - (BHES) Medical Laboratory Technician	HTEC185_SLO_1	Safely and accurately perform analytical procedures in Clinical Chemistry department identifying normal and abnormal lab tests and factors affecting results and take appropriate action.	Emphasizing the laboratory skills and case studies will help prepare the students for their clinical rotations. Having enough equipment and samples and media for all students to practice is important. Keeping the excellent blood banking portion of the course is a value as many students get little exposure in the rotations.
Dept - (BHES) Medical Laboratory Technician	HTEC81_SLO_1	Practice proper application of OSHA standards.	Keep emphasizing the importance of always following good safe laboratory practices.
Dept - (BHES) Medical Laboratory Technician	HTEC81_SLO_1	Practice proper application of OSHA standards.	Perhaps we should have the students listen to the lecture material online as homework in order to devote more class time to going over case studies.
Dept - (BHES) Medical Laboratory Technician	HTEC81_SLO_2	Perform routine urinalysis on a minimum of 2 normal urine samples with 100% accuracy to include both physical and chemical analysis.	Perhaps we should have the students listen to the lecture material online as homework in order to devote more class time to going over case studies.
Dept - (BHES) Medical Laboratory Technician	HTEC81_SLO_3	Identify abnormal urinalysis results and correlate these results with possible causes.	Perhaps we should have the students listen to the lecture material online as homework in order to devote more class time to going over case studies.
Dept - (BHES) Medical Laboratory Technician	HTEC81A_SLO_1	Given a diagram of the kidney, labels its parts, trace the path of blood flow and urine formation to include reabsorption and secretion.	Follow up with asking the same or similar question on the final exam to see if the students showed improvement in learning the kidney structure and urine formation.
Dept - (BHES) Medical Laboratory Technician	HTEC82_SLO_1	Practice proper application of OSHA standards.	Continue to stress the importance of following good laboratory practices for everyone safety.
Dept - (BHES) Medical Laboratory Technician	HTEC82_SLO_2	Analyze blood samples for Protime (PT) and Activated Partial Thromboplastin Time (APTT) following proper techniques and procedures.	More hands on practice in the laboratory setting with the instruments will help the students proficiency.
Dept - (BHES) Medical Laboratory Technician	HTEC82_SLO_3	Identify abnormal PT and APTT results and correlate to possible causes.	Need to teach students how to prepare for the final or for any exams, develop their test taking skills.
Dept - (BHES) Medical Laboratory Technician	HTEC82A_SLO_1	Evaluate laboratory data to distinguish between primary and secondary hemostasis disorders and defend your response.	Since the questions asked on the finals are based on case studies, practice more using case studies to help students understand overall clinical aspects of hemostasis. ? Need to teach students how to prepare for the final or for any exams,

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (BHES) Medical Laboratory Technician	HTEC82A_SLO_1	Evaluate laboratory data to distinguish between primary and secondary hemostasis disorders and defend your response.	develop their test taking skills.
Dept - (BHES) Medical Laboratory Technician	HTEC83_SLO_1	Practice proper application of OSHA standards	Stressing the importance of following the No food and drink rule for all classes and importance of cleaning desk tops. Also, repeat the rules of disposal of material. Questions to be added to exams to help drive the point home.
Dept - (BHES) Medical Laboratory Technician	HTEC83_SLO_2	Distinguish between normal flora and pathogenic bacteria for selected body sites	Adding additional slides to view the concept of normal flora versus pathogenic bacteria may help those visual learners. Using case studies as a classroom tool may help to solidify this concept.
Dept - (BHES) Medical Laboratory Technician	HTEC83A_SLO_1	Given patient history information, specimen source and laboratory results including biochemical profile, media used, gram stain, and other selected identification results identify the pathogenic organism isolated from the patient.	More work is needed to help students think critically. More in-class exercises using case studies, perhaps in groups, with discussion. Questions built into lectures may help.
Dept - (BHES) Medical Laboratory Technician	HTEC85A_SLO_1	Practice proper application of OSHA standards.	No enhancements needed, safety will continue to be of utmost importance throughout and will continue to be emphasized throughout the course.
Dept - (BHES) Medical Laboratory Technician	HTEC85A_SLO_2	Use proper techniques to perform serial diltion.	Serial dilutions will continue to be introduced early in the Clinical Chemistry laboratory course with increased class laboratory assignments serving as practice for this SLO. A question on the final exam will continue to be included to see if the students have mastered this SLO by the end of the course. The MLT curriculum will continue to include this SLO as this is a technique/skill required for entry level employment in this field. It is imperative that the MLT program continue to employ additional help to provide students extra practice for this SLO. Another option would be to open an MLT skills laboratory in which the students can practice this type of technical exercise outside of class to help assist students with this concept and technique. With these enhancements and actions, students will continue to be successful at achieving this SLO.
Dept - (BHES) Medical Laboratory Technician	HTEC85A_SLO_3	Using spectrophotometer and proper techniques, dilute a given standard to establish a calibration curve. Analyze and determine the concentration of an unknown sample using the curve.	: This SLO requires critical thinking and can be a difficult concept for students to understand. In order to be prepared for clinical training, the students must have a successful student learning outcome on this concept. Some students need more time and opportunity to grasp this concept and practice this technique. Chemistry laboratory exercises will continue to give students the opportunity to practice and paper questions will continue to be included on several quizzes. The employment of the MLT Professional Expert was instrumental in working with students one on one to accomplish this SLO. The employment of such an individual is vital to student success of this SLO.
Dept - (BHES) Medical Laboratory Technician	HTEC85C_SLO_1	Identify sources of error in clinal laboratory tesing and classify them as pre-analytical, analytical and pot-analytical.	During the 5 weeks, review of this concept was covered after each exam/quiz.

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Dept - (BHES) Nursing	NURS50_SLO_1	Differentiate among the various nursing educational programs both the educational preparation and scope of nursing practice.	Suggest more emphasis on BSN requirements, both as entry level and ADN to BSN programs.
Dept - (BHES) Nursing	NURS50_SLO_2	Determine the personal potential for success in the field of nursing based on emotional, physical and intellectual abilities.	1. Provide actual examples when describing nursing concepts. 2. Continue to use "mock job interviews" with the students 3. Engage students participation during concept presentations
Dept - (BHES) Nursing	NURS84_SLO_2	Utilizing the nursing process, analyze and apply principles of normal aging in designing a plan of care for an older adult experiencing a chronic health problem.	Will continue to use this same format of several small group discussion. Earlier format was to have class participate as a whole which left some students only partially completing a plan of care
Dept - (BHES) Nursing	NURS85A_SLO_1	Apply own cultural background to concepts of mental health and mental illness.	would like students to be able to share their experiences with each other
Dept - (BHES) Nursing	NURS85AL_SLO_1	Demonstrate the use of the nursing process, from assessment through evaluation, as applied to a patient with a psychiatric diagnosis.	To further reinforce instructions for this assignment especially in the problematic areas of the biopsychosocial assessment and the evaluation phase of the nursing process. This will be done by verbal instruction and showing of an example of what is expected.
Dept - (BHES) Nursing	NURS85AL_SLO_2	Identify concepts that link learning in the clinical setting to knowledge gained from the course textbook.	Students would benefit from a short tutorial on what a concept is and by being given some examples of appropriate concepts. Further, expectations for describing each concept they have observed could be articulated ahead of the assignment. This is especially crucial given that in the future the nursing program will be focused upon concept learning.
Dept - (BHES) Nursing	NURS85AL_SLO_3	Analyze own personal responses to selected one-on-one or group therapy patient interactions.	Plan is to provide more discussion/instruction on the meaning of and value to the practice of nursing of "Know Thyself" as well as providing students with clearer expectations of what constitutes an adequate analysis of the identified feeling as well as the projected plan for improving their future response to the patient in relation to the identified feeling.
Dept - (CA) Art	ARTS10A_SLO_1	The student will apply knowledge of basic elements and principles of design and use various basic materials appropriate to three-dimensional work.	The assessment results will include more group discussions during the art-making process. Rather than waiting until the end when the assignment is due, it is important to evaluate student work midway, as a way to help to improve individual student self-confidence and successful outcomes. I recently had a meeting with each student much earlier part in the quarter and discovered that the retention rate and attendance are much better than previous quarters. As a way to help ensure that students understand techniques, processes and or concepts, more structured homework assignments will help identify student weaknesses and strengths. Based on this information, I can tailor my lessons and individualize instruction to address possible gaps and/or weaknesses, in support of student success.
Dept - (CA) Art	ARTS10A_SLO_2	The student will apply critical thinking, problem solving	I try to engage students in discussions, but it is a challenge for some

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Art	ARTS10A_SLO_2	and analytical skills through idea exploration.	students to participate. I am trying to employ more active learning methods to improve student engagement, including group discussions and projects. As a way to address the needs of each student I am exploring different ways to ensure that their needs are met. I also let the students know that I am also available during my office hours and via email.
Dept - (CA) Art	ARTS10A_SLO_3	The student will use basic hand and power tools appropriate for each assignment.	The department needs more tools so that each student can use them with less sharing. This will help the students be more productive, as opposed to standing around waiting for a tool. Tools need to be repaired or replaced on an ongoing basis. It is important that our program retain the art lab technician. The art lab technician helps ensure student safety, provides oversight and support to the instructor. The technician also helps students solve technical problems and provides shop maintenance.
Dept - (CA) Art	ARTS10B_SLO_1	The student will apply an advanced level of elements and design principles. Explore and formulate an in-depth, personal and concise visual statement.	Assessment results will help identify the success of a given assignment. If the student adequately addresses the concepts and successfully explores and enhances upon learned principles, the assignment(s) will improve student learning. The objective is to help ensure continued growth in relation to the use of tools, idea development and project completion.
Dept - (CA) Art	ARTS10B_SLO_2	The student will construct an individually advanced project focusing on specific materials appropriate to a more involved three-dimensional concept.	Based on the outcome of the model chair project, it became apparent that in most cases the more simplified projects resulted in better outcomes. The more complex projects proved to be too cumbersome for many students. To help ensure better outcomes, it is important to remember that idea development needs to include not only the concept, but the material which best suits the project. The use of tools also needs to be evaluated. In some cases the extensive use of tools detracts from the desired outcome.
Dept - (CA) Art	ARTS10B_SLO_3	The student will develop enhanced critical thinking and problem solving skills.	As a way to meet the varying needs of my ARTS 10A students, I have found the collaborative method of the 10B group to be conducive to the overall structure of the class. While the intermediate level students are meeting, it allows me time to meet with the ARTS 10A students and get them started on their projects.
Dept - (CA) Art	ARTS12_SLO_1	Students will utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.	The students were very excited to work on the final project which was a culmination of all they had learned from the class. All the projects and the pace of the class worked well for the desired outcomes.
Dept - (CA) Art	ARTS16A_SLO_1	Students will develop and utilize critical thinking skills in their understanding of paintings from several time periods, demonstrating this in three ways: aesthetically, technically, and philosophically.	Students were highly motivated and achieved the goals set successfully. The projects and pace of the class attributed to a successful learning environment.
Dept - (CA) Art	ARTS16B_SLO_1	Construct rigid and flexible supports for oil paint media.	Students motivated each other to achieve excellent results. The projects

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Dept - (CA) Art	ARTS16B_SLO_1	Construct rigid and flexible supports for oil paint media.	were planned and paced appropriately for a successful outcome.
Dept - (CA) Art	ARTS16C_SLO_1	Apply advanced color theories related to an original theme.	Students achieved excellent results. The projects and pace of the class were planned appropriately to achieve successful learning outcomes.
Dept - (CA) Art	ARTS18A_SLO_1	Students will be able to demonstrate competency in basic construction techniques; pinch, coil, slab, and wheel.	note to reconfigure calendar to provide more wheel time...
Dept - (CA) Art	ARTS1A_SLO_1	Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.	I will undertake this method of SLO assessment again in the future, since both preparation and discussion of the quiz was helpful to students in light of their upcoming midterm exam, and this method of assessing SLO data could be completed efficiently.
Dept - (CA) Art	ARTS1A_SLO_3	Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.	I will continue to assign this project as it produced good results. In order to get even better results in the future, I will demonstrate in class how to do the analysis on a work of art while explaining the assignment. I believe it would help those students who didn't demonstrate sufficient understanding of the material.
Dept - (CA) Art	ARTS2C_SLO_3	Students will investigate the different techniques utilized in the production of works of art through written analysis based on firsthand evaluation of art objects in local collections.	<p>1) Allow more time in-class for art object discussion by students may help those who have not previously taken an art course.</p> <p>2) I provide an example of a "Works Cited" list, but perhaps showing students in class an online link to a tool may also help</p> <p>3) Currently, I request both a file submitted to Turn-it-in and a paper copy in class, but perhaps an online submission only may encourage more students to complete the assignment or paper copy only if comments wanted.</p>
Dept - (CA) Art	ARTS37A_SLO_1	The student will use a variety of materials effectively and safely. Use basic hand and power tools properly and safely which apply to the sculpture making process.	The assessment results will include more group discussions during the making process. Rather than waiting until the end when the assignment is due, it is important to evaluate student work midway, as a way to help to improve individual student self-confidence and successful outcomes. I recently had a meeting with each student much earlier part in the quarter and discovered that the retention rate and attendance are much better than previous quarters.
Dept - (CA) Art	ARTS37A_SLO_2	The student will develop and apply a personal and concise visual statement which represents a specific concept in a sculptural format. Place an emphasis on idea development and visual investigation.	Sketching as part of the creative process is an important tool which supports the development of a visual statement. I am planning to incorporate the sketchbook as one of the assignments.
Dept - (CA) Art	ARTS37A_SLO_3	The student will practice critical thinking and problem solving skills.	As a way to develop their critical thinking skills, I plan to introduce a scrapbook/journal project in conjunction with their sketchbook. The purpose of the scrapbook journal is to further emphasize sculptural concepts, by incorporating a collection of images which explore an array

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Art	ARTS37A_SLO_3	The student will practice critical thinking and problem solving skills.	of styles and approaches to sculpture.
Dept - (CA) Art	ARTS37B_SLO_1	The student will expand on idea development to include technical skills, visual investigation and the making process.	While I chose to allow independence for students in ARTS 37B, it is also important for the students to approach their projects realistically. Sometimes a project may be so difficult to create that it results in a discouraging experience. While even such an experience can promote critical thinking, it is important for the students to recognize technical limitations. These limitations can be expanded upon at one point, but should be seen as part of a learning process.
Dept - (CA) Art	ARTS37B_SLO_2	The student will develop critical thinking and problem solving skills. Further express a personal and concise visual statement which represents specific concepts in a sculptural format.	It is a time consuming process to learn sculpture making. It is multi-faceted process. I plan to offer more focused subject, but the class size may have to manage the project according to the availability of tools and work space.
Dept - (CA) Art	ARTS37C_SLO_1	The student will emphasize on idea development, visual investigation and the sculpture making process on an advanced level.	In most cases, the size limitations of the studio space will dictate the scale of the individual projects being created by the students in ARTS 37C. Because the shop is shared with the 3-D and furniture design program, project size must always be a consideration. However, I continue to encourage the ARTS 37C to not limit themselves or their creativity due to space limitations. Students at this level are expected to expand on their abilities and understand the potential any given work has, large or small.
Dept - (CA) Art	ARTS37C_SLO_2	The student will practice critical thinking and problem solving skills.	I'll continue to do my best to help promote the student's critical thinking and problem solving skills. In response, students are expected to be an active part of the creative process at the advanced level. Sketchbooks and project critiques will support and enhance student learning.
Dept - (CA) Art	ARTS37C_SLO_3	The student will employ materials appropriate to advanced sculptural work.	I'll continue to promote this approach so that the students can explore their creative thinking and practice an independence and freedom in their art making. Students taking ARTS 37C will be graded on how success of the materials they incorporate along with their design elements
Dept - (CA) Art	ARTS37C_SLO_4	The student will apply a knowledge of both safe and proper use of all shop tools.	I will continue to help the students learn how to use the both hand and power tools more effectively. Using tools effectively includes set-up and the logistics of tool use. I'll also focus on introducing the art of jig making more extensively as a way to enhance the student's sculpture making techniques.
Dept - (CA) Art	ARTS3TE_SLO_1	Develop concepts related to course material in Arts 3TE through various projects as well as written assignments.	The class was highly motivated and achieved excellent results. The projects and pace of the class were planned appropriately for successful learning outcomes.

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Dept - (CA) Art	ARTS4A_SLO_1	The student will reproduce the use of freehand drawing skills using a variety of techniques with traditional drawing media such as charcoal, graphite and ink.	The next time I teach the class I will allow more time to practice in the use of pen and ink prior to giving more complex ink drawings as an assignment
Dept - (CA) Art	ARTS4A_SLO_2	The student will draw from an objective point of view using still-lives and photographs as well as from the imagination.	Give the students additional time to complete the assignment. Extra class time would improve the overall ability for students to successfully complete the drawings. Have short, technical demos (pens, cross-hatching, ink washes) followed by students sketching. This would help the students to practice the technique before attempting the more complex drawings.
Dept - (CA) Art	ARTS4A_SLO_3	The student will create drawing compositions using the basic elements and principles of design.	Based on my findings, I am requiring that they present a preliminary sketch showing their intention of using all of the required elements. I will demonstrate the use of the missing elements from their preliminary sketch. I will continue to present clear examples for the required drawing and the missing elements. Through this method I will be able to provide immediate feedback before the student presents their final subjective drawing.
Dept - (CA) Art	ARTS4B_SLO_1	The student will reproduce the use of freehand drawing skills using a variety of techniques with a variety of drawing media including color media such as colored pencils and pastels.	Students were highly motivated and achieved excellent results. The projects and pace of the class were planned appropriately to achieve excellent learning outcomes.
Dept - (CA) Art	ARTS53A_SLO_1	The student will demonstrate basic skills of professional software/hardware currently used by Graphic Designers and fine artists.	No enhancements needed.
Dept - (CA) Art	ARTS53A_SLO_2	The student will demonstrate a basic knowledge of digital terminology currently used by professional Graphic Designers and fine artists.	I plan on emphasizing material that will be placed on the quiz.
Dept - (CA) Art	ARTS53A_SLO_3	The student will exhibit a critical understanding of performance of the design process through directed laboratory discussions.	I plan on dedicating one more lecture to this material.
Dept - (CA) Art	ARTS53B_SLO_1	The student will further develop an awareness to the computer as an effective and important mode of visual communication used by artists and designers today.	No enhancement needed.
Dept - (CA) Art	ARTS53B_SLO_2	The student will demonstrate the creative potential of art and design software through directed laboratory exercises.	No enhancements required.
Dept - (CA) Art	ARTS56_SLO_1	The student will exhibit an understanding of the elements and principles of graphic design as applied to the practice of publication design.	I plan on reviewing basic graphic design material to try to get those students who lack the appropriate skill set to be better equipped to complete the project successfully. I plan on discussing adding a

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Art	ARTS56_SLO_1		prerequisite for the course with my colleagues. Based on the feedback I may add this to the curriculum.
Dept - (CA) Art	ARTS56_SLO_2	The student will demonstrate an advanced understanding of the design process as it relates to the use of the computer to create typography and image in electronic publishing.	I plan on reviewing basic graphic design material to try to get those students who lack the appropriate skill set to be better equipped to complete the project successfully. I plan on discussing adding a prerequisite for the course with my colleagues. Based on the feedback I may add this to the curriculum. (04/09/2016)
Dept - (CA) Art	ARTS57_SLO_1	The student will use typographic design to demonstrate a knowledge of the elements and principles of design, organization of design elements, materials and forms of communication.	Based on my reflection and analysis, I have instigated a mandatory login explanation on my syllabus as well as a must view video tutorial regarding login and project due dates.
Dept - (CA) Art	ARTS57_SLO_2	The students will analyze styles in typographic design, type selection, and type specification, in relation to new computer technology and the World Wide Web.	Based on my reflection and analysis, I will be incorporating a more complete list for this project on the course website References link under Resource Links for those students that are having problems with online research.
Dept - (CA) Art	ARTS58A_SLO_1	The students will define a fundamental understanding of design within the parameters of furniture construction.	This assignment is used as a tool to gauge a beginning student's capabilities. If an individual project appears to be too advanced, this process allows the instructor and student to evaluate and explore different approaches or simplifications to make the project manageable. The assignment serves as a good introduction to the process of furniture design
Dept - (CA) Art	ARTS58A_SLO_2	The student will practice basic woodworking skills and techniques.	I will continue to further refine my teaching methods, continue to focus on shop safety and implement strategies which result in positive outcomes as a way to support each student's technical skill development and learning outcomes.
Dept - (CA) Art	ARTS58A_SLO_3	The student will apply critical thinking skills and problem solving skills while creating projects.	I will continue to refine my teaching methods to include strategies which support positive learning outcomes. I have successfully introduced group learning that supports the students in their idea development, peer review and problem solving techniques. Because each student's skill varies those students with more knowledge help support those students new to furniture design.
Dept - (CA) Art	ARTS58A_SLO_4	The student will demonstrate proper safety procedures using appropriate tools and machinery.	Proper instruction, safety demonstrations, passage of the Shop Safety Test and adherence to the Shop Safety Manual provide positive learning outcomes as they relate to individual and class safety. The instructor is working to refine the Shop Safety Test and Manual to provide the students with the most current and relevant safety information. Students learn that when working with tools and power machinery, their safety comes first and that they must develop a keen understanding of the proper and safe use of all tools.
Dept - (CA) Art	ARTS58B_SLO_1	The student will practice intermediate skills of	Each students' assignment is customized to support intermediate level

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Art	ARTS58B_SLO_1	woodworking techniques and produce a work of art furniture.	capabilities. If an individual project appears to be too advanced, the instructor and student will collaborate to evaluate and explore different approaches or simplifications to make the project manageable and successful.
Dept - (CA) Art	ARTS58B_SLO_2	The student will demonstrate proper safety procedures when using tools and machinery.	The Shop Safety Test and Safety Manual is updated on an ongoing basis to ensure that safety issues are clearly stated and addressed. The instructor will continue to further refine teaching methods and focus on shop safety. Strategies will be incorporated in support of positive student outcomes. Each student's technical and creative skills will be enhanced.
Dept - (CA) Art	ARTS58B_SLO_3	The student will apply critical thinking and problem solving skills, while utilizing a further understanding of the process of creating a piece of furniture.	The instructor will continue to refine best teaching practices to include strategies that support positive learning outcomes. Strategies that support group learning have been successfully introduced. Group learning enhances idea development, peer review and problem solving techniques. Since each student's skills vary, shared knowledge helps support those students new to furniture design.
Dept - (CA) Art	ARTS58C_SLO_1	The student will demonstrate a thorough command of design within the parameters of furniture construction.	The class constantly evolves, as successful approaches to instruction are implemented. Instruction is refined to improve effective best practices. New tools are purchased to enhance the offerings of the department.
Dept - (CA) Art	ARTS58C_SLO_2	The student will integrate advanced skills of woodworking and metal working techniques to produce a work of art furniture and demonstrate proper safety procedures when using tools and machinery.	The department works to update it tools and machinery and works to improve the facility to enhance the program in support student success.
Dept - (CA) Art	ARTS58C_SLO_3	The student will apply critical thinking and problem solving skills to a more advanced approach to the design of art furniture.	Designating more time for individualized student instruction would provide students with a solid understanding and foundation for success. It is important to support group discussions among the advanced students so that they can share their process and their vision. This would serve as forum to support each other.
Dept - (CA) Art	ARTS65_SLO_1	The student will demonstrate an understanding of web page design fundamentals with an emphasis on the creative integration of typography and image.	I plan on increasing the complexity of the project.
Dept - (CA) Art	ARTS65_SLO_2	The student will demonstrate an understanding of the technical issues that impact design decisions.	I will incorporate the additional task of making a digital working mockup. Adobe is releasing a product that should make this feasible.
Dept - (CA) Art	ARTS65_SLO_3	The student will demonstrate a basic knowledge of the terms and vocabulary associated with web design.	I will stress topics that will appear on the quiz.
Dept - (CA) Art	ARTS8_SLO_1	Students will utilize critique skills to evaluate and analyze works of art for cultural/historical influences, strengths and areas for improvement.	Students were highly motivated and achieved excellent results. The projects and pace of the class were planned appropriately for successful learning outcomes.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Dance and Theater	DANC23L_SLO_1	Students will demonstrate knowledge of technical skill, performance level and group interaction required for successful collaboration and performance.	I'd like to start requiring students to show proof that they have rehearsed outside of class to help them perform at a higher.
Dept - (CA) Dance and Theater	DANC23L_SLO_1	Students will demonstrate knowledge of technical skill, performance level and group interaction required for successful collaboration and performance.	In the future, I will reinforce the importance of being on time for entrances during stage performances.
Dept - (CA) Film/Television	F/TV1_SLO_1	Apply an analytical approach learned in class to examine the narrative, visual and aural elements of a motion picture.	Encouraging students to submit rough drafts of the written assignment and instructor feedback will help ensure student success.
Dept - (CA) Film/Television	F/TV1_SLO_1	Apply an analytical approach learned in class to examine the narrative, visual and aural elements of a motion picture.	In-class review of the material will take place before the Midterm and Final exams. Reminders of upcoming exams will be sent via MyPortal email and MyPortal's Consolidated Course Homepage.
Dept - (CA) Film/Television	F/TV1_SLO_2	Analyze representations of class, race, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	Encouraging students to submit rough drafts of the written assignment and instructor feedback will help ensure student success.
Dept - (CA) Film/Television	F/TV10_SLO_1	Students will be able to select, analyze and evaluate competing information to synthesize a personal philosophy of media.	In Winter Quarter, the prompt for the term paper will be re-written to specifically direct students to current events and topics that will best help them synthesize the information presented in the class. By depending less on the set of books as a driver of the subject matter, students will be more free to focus on the effects of media now in a way that directly impacts them. This change also seems to broaden the general interest level of the paper, so it might pull in some of those students who did not turn anything in.
Dept - (CA) Film/Television	F/TV10_SLO_1	Students will be able to select, analyze and evaluate competing information to synthesize a personal philosophy of media.	In Winter Quarter 2016, the prompt for the term paper will be re-written to specifically direct students to current events and topics that will best help them synthesize the information presented in the class. By depending less on the set of books as a driver of the subject matter, students will be more free to focus on the effects of media now in a way that directly impacts them. This change also seems to broaden the general interest level of the paper, so it might pull in some of those students who did not turn anything in.
Dept - (CA) Film/Television	F/TV10_SLO_2	Students will be able to synthesize course concepts into a term paper selected from several topic options.	In Winter Quarter, the prompt for the term paper will be re-written to specifically direct students to current events and topics that will best help them synthesize the information presented in the class. By depending less on the set of books as a driver of the subject matter, students will be more free to focus on the effects of media now in a way that directly impacts them. This change also seems to broaden the general interest level of the paper, so it might pull in some of those students who did not turn anything in.
Dept - (CA) Film/Television	F/TV10_SLO_3	Students will be able to hypothesize the future of media in the United States.	In Winter Quarter, the prompt for the term paper will be re-written to specifically direct students to current events and topics that will best help them synthesize the information presented in the class. By depending less on the set of books as a driver of the subject matter, students will be

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV10_SLO_3	Students will be able to hypothesize the future of media in the United States.	more free to focus on the effects of media now in a way that directly impacts them. This change also seems to broaden the general interest level of the paper, so it might pull in some of those students who did not turn anything in.
Dept - (CA) Film/Television	F/TV20_SLO_1	Use and apply dramatic skills learned in class to cast and evaluate actors in a production.	A budget for scheduling and budgeting software, as well as printing, might help with equity issues and student success rates, given the extensive list of forms that students must create, fill out and print for their Producer's Binders.
Dept - (CA) Film/Television	F/TV22_SLO_1	Develops and executes a shooting list from a production script, using film techniques.	Consider individual student capacities and complexity of projects when assessing shooting lists.
Dept - (CA) Film/Television	F/TV22_SLO_2	Identify the different film stocks for different shooting situations.	Consider lighting conditions when assessing results.
Dept - (CA) Film/Television	F/TV2A_SLO_1	Comprehend the historical development of narrative film from 1895 to 1950, including film language and film art.	Reminders of upcoming exams were announced in class and sent via email through MyPortal and the MyPortal Consolidated Course Homepage.
Dept - (CA) Film/Television	F/TV2A_SLO_1	Comprehend the historical development of narrative film from 1895 to 1950, including film language and film art.	Review material before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback.
Dept - (CA) Film/Television	F/TV2A_SLO_2	Display ability to critically appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.	Distribute a Study Guide and review material before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback.
Dept - (CA) Film/Television	F/TV2A_SLO_2	Display ability to critically appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.	Reminders of upcoming exams were announced in class and sent via email through MyPortal and the MyPortal Consolidated Course Homepage.
Dept - (CA) Film/Television	F/TV2A_SLO_3	Distinguish significant genres, movements, film artists and national schools of filmmaking from 1895 to 1950.	Reminders of upcoming exams were announced in class and sent via email through MyPortal and the MyPortal Consolidated Course Homepage.
Dept - (CA) Film/Television	F/TV2A_SLO_3	Distinguish significant genres, movements, film artists and national schools of filmmaking from 1895 to 1950.	Review material before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback.
Dept - (CA) Film/Television	F/TV2A_SLO_4	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	Review material before quizzes and exams; comment extensively on the essay sections of the exams to provide positive feedback.
Dept - (CA) Film/Television	F/TV2A_SLO_4	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	Send out reminders of upcoming exams via MyPortal email and MyPortal Consolidated Course Homepage announcements.
Dept - (CA) Film/Television	F/TV2B_SLO_1	Comprehend the historical development of narrative film from 1950 to the present, including film language and film art.	Distribute reminders via MyPortal email and MyPortal Consolidated Course Homepage announcements.
Dept - (CA) Film/Television	F/TV2B_SLO_2	Display ability to utilize critical thinking skills and appraise motion pictures from different time periods and parts of the world in aesthetic, technological, economic and socio-historical contexts.	Distribute reminders via MyPortal email and MyPortal Consolidated Course Homepage announcements.
Dept - (CA) Film/Television	F/TV2B_SLO_3	Distinguish significant genres, movements, film artists and national schools of filmmaking from 1950 to the present.	Distribute reminders via MyPortal email and MyPortal Consolidated Course Homepage announcements.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV2B_SLO_4	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	Distribute reminders via MyPortal email and MyPortal Consolidated Course Homepage announcements.
Dept - (CA) Film/Television	F/TV2C_SLO_1	Identify significant contemporary films, filmmakers, genres and national cinemas and explain major trends in the international evolution of film as an art form, technology, and industry.	Reminders of upcoming exams emailed to students via MyPortal and MyPortal Consolidated Course Homepage announcements.
Dept - (CA) Film/Television	F/TV2C_SLO_1	Identify significant contemporary films, filmmakers, genres and national cinemas and explain major trends in the international evolution of film as an art form, technology, and industry.	Requiring instructor topic approval one month before the due date and encouraging the submission of rough drafts to increase student success.
Dept - (CA) Film/Television	F/TV2C_SLO_1	Identify significant contemporary films, filmmakers, genres and national cinemas and explain major trends in the international evolution of film as an art form, technology, and industry.	Review material before exams; comment extensively on the essay sections of the exams to provide positive feedback.
Dept - (CA) Film/Television	F/TV2C_SLO_2	Demonstrate the ability to analyze and synthesize the narrative, visual and aural language of film.	Reminders of upcoming exams emailed to students via MyPortal and MyPortal Consolidated Course Homepage announcements.
Dept - (CA) Film/Television	F/TV2C_SLO_2	Demonstrate the ability to analyze and synthesize the narrative, visual and aural language of film.	Requiring instructor topic approval one month before the due date and encouraging the submission of rough drafts to increase student success.
Dept - (CA) Film/Television	F/TV2C_SLO_2	Demonstrate the ability to analyze and synthesize the narrative, visual and aural language of film.	Review material before exams; comment extensively on the essay sections of the exams to provide positive feedback.
Dept - (CA) Film/Television	F/TV2C_SLO_3	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	Reminders of upcoming exams emailed to students via MyPortal and MyPortal Consolidated Course Homepage announcements.
Dept - (CA) Film/Television	F/TV2C_SLO_3	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	Requiring instructor topic approval one month before the due date and encouraging the submission of rough drafts to increase student success.
Dept - (CA) Film/Television	F/TV2C_SLO_3	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	Review material before exams; comment extensively on the essay sections of the exams to provide positive feedback.
Dept - (CA) Film/Television	F/TV41_SLO_1	Identify and describe the evolution of the genre in motion pictures and its role in national and international film history.	Having a printing budget to copy and distribute articles not available online might enhance student success.
Dept - (CA) Film/Television	F/TV41_SLO_1	Identify and describe the evolution of the genre in motion pictures and its role in national and international film history.	None. Class -- consisting of lectures, illustrative film clips, full-length features, readings (from carefully chosen text) -- covers prescribed ground.
Dept - (CA) Film/Television	F/TV41_SLO_2	Apply an analytical approach learned in class to examine the dominant narrative, visual and aural conventions of films within a specific genre.	None. Class -- consisting of lectures, illustrative film clips, full-length features, readings (from carefully chosen text) -- covers prescribed ground.
Dept - (CA) Film/Television	F/TV41_SLO_3	Analyze generic representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	None. Class -- consisting of lectures, illustrative film clips, full-length features, readings (from carefully chosen text) -- covers prescribed ground.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV42_SLO_1	Describe the concept of "national cinema," identify significant films and filmmakers, and explain major trends in the evolution of film within a national cinema.	Might consider replacing current textbook (“Easy Riders, Raging Bulls”) with something more academic.
Dept - (CA) Film/Television	F/TV42_SLO_2	Develop and utilize critical thinking skills to appraise motion pictures produced within the national cinema in aesthetic, technological, economic and socio-historical contexts.	Might consider replacing current textbook (“Easy Riders, Raging Bulls”) with something more academic.
Dept - (CA) Film/Television	F/TV42_SLO_3	Analyze representations of class, race/ethnicity, gender and sexuality, demonstrating an understanding of the politics of representation learned in class.	Might consider replacing current textbook (“Easy Riders, Raging Bulls”) with something more academic.
Dept - (CA) Film/Television	F/TV50_SLO_2	To evaluate and guide the performance of an actor in a production.	Students worked closely with De Anza’s Theater Department student actors who came to perform monologues in front of the camera and be directed by our directing students. F/TV 50 students also wrote dialogue scenes and applied what they had learned during class in terms of guiding an actor to a more truthful performance, and subsequently shot and edited the scenes into short video projects.
Dept - (CA) Film/Television	F/TV52A_SLO_1	Develops and implements a shooting schedule from a production script.	Consider student's production experience when assessing shooting schedules.
Dept - (CA) Film/Television	F/TV52A_SLO_2	Identify the different film stocks for different shooting situations.	Consider the variety and challenge of particular lighting conditions in the student projects.
Dept - (CA) Film/Television	F/TV52B_SLO_1	Develops and implements a post production plan from a shooting script.	Consider individual student capacities when assessing proposals for post-production plans.
Dept - (CA) Film/Television	F/TV52B_SLO_1	Develops and implements a post production plan from a shooting script.	Consider the complexity and feasibility of shooting scripts.
Dept - (CA) Film/Television	F/TV52B_SLO_2	Develops a distribution plan for a completed film project.	Consider the appropriateness of distribution plans for intended audience of films.
Dept - (CA) Film/Television	F/TV52B_SLO_2	Develops a distribution plan for a completed film project.	Consider individual student capacities when assessing proposals for post-production plans.
Dept - (CA) Film/Television	F/TV55A_SLO_1	Identify and exhibit mastery of postions in television production studio.	Many students do not understand basic audio signal routing concepts. Greater care? should be taken when instructing students on how audio is routed through the various stages? of the audio console.
Dept - (CA) Film/Television	F/TV55A_SLO_2	Organize and produce a completed studio television production.	Continued reinforcement of the pre-production process.
Dept - (CA) Film/Television	F/TV57A_SLO_1	Researches and writes a proposal for a documentary production.	None
Dept - (CA) Film/Television	F/TV57B_SLO_2	Applies advanced production techniques in a documentary project.	Purchasing sliders, additional shoulder mounts, and camera filters for our newly acquired documentary cameras might help enhance student success rates greatly and would particularly help with equity issues since few students are able to afford to rent such gear for their projects.
Dept - (CA) Film/Television	F/TV58S_SLO_1	Uses and applies skills in directing, camera, sound and/or editing in the production of an independent film/video project.	This class should be offered only as a two-unit class so that instructor will have enough time available for individual and/or group consultations.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV58S_SLO_2	Works collaboratively in a film/video crew.	This class should be offered only as a two-unit class so that instructor will have enough time available for individual and/or group consultations.
Dept - (CA) Film/Television	F/TV58T_SLO_1	Uses and applies skills in directing, camera, sound and/or editing in the production of an independent film/video project.	Class should be offered as a two-unit class whenever possible to allow sufficient time for individual student consultations.
Dept - (CA) Film/Television	F/TV58T_SLO_2	Works collaboratively in a film/video crew.	Class should be offered as a two-unit class whenever possible to allow sufficient time for individual student consultations.
Dept - (CA) Film/Television	F/TV59_SLO_1	develops and writes a production proposal, including development, audience analysis, location scouting, production schedule, and budgeting.	A budget for scheduling and budgeting software, as well as printing, might help with equity issues and student success rates, given the extensive list of forms that students must create, fill out and print for their Producer's Binders.
Dept - (CA) Film/Television	F/TV59_SLO_1	develops and writes a production proposal, including development, audience analysis, location scouting, production schedule, and budgeting.	I ALWAYS ENCOURAGE MY STUDENTS TO TAKE ADVANTAGE OF THE WONDERFUL FREE RESOURCES ON CAMPUS. ONE SUGGESTED ENHANCEMENT IN SUCCESSFULLY COMPLETING THE PRODUCER'S BINDER , ESPECIALLY FOR THOSE STUDENTS WHOSE NATIVE LANGUAGE IS NOT ENGLISH, MIGHT BE TO URGE THEM TO REVIEW THEIR WORK WITH A WRITING TUTOR BEFORE SUBMITTING IT AT THE END OF THE QUARTER.
Dept - (CA) Film/Television	F/TV59_SLO_2	Develops a plan for distribution of a completed film/video.	A budget for scheduling and budgeting software, as well as printing, might help with equity issues and student success rates, given the extensive list of forms that students must create, fill out and print for their Producer's Binders.
Dept - (CA) Film/Television	F/TV59_SLO_2	Develops a plan for distribution of a completed film/video.	I ALWAYS ENCOURAGE MY STUDENTS TO TAKE ADVANTAGE OF THE WONDERFUL FREE RESOURCES ON CAMPUS. ONE SUGGESTED ENHANCEMENT IN SUCCESSFULLY COMPLETING THE PRODUCER'S BINDER , ESPECIALLY FOR THOSE STUDENTS WHOSE NATIVE LANGUAGE IS NOT ENGLISH, MIGHT BE TO URGE THEM TO REVIEW THEIR WORK WITH A WRITING TUTOR BEFORE SUBMITTING IT AT THE END OF THE QUARTER.
Dept - (CA) Film/Television	F/TV60A_SLO_1	Demonstrate a command of story structure, the creation and development of dynamic and original characters.	Review beat sheet even more extensively.
Dept - (CA) Film/Television	F/TV60A_SLO_2	Write short scripts for fiction and non-fiction films.	Spend more time on writing good pages
Dept - (CA) Film/Television	F/TV60B_SLO_1	Demonstrate a command of advanced principles of story structure, dialogue, and character development.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV60B_SLO_2	Write short scripts for fiction and non-fiction films.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV60C_SLO_1	Demonstrate a command of writing subtext, three-dimensional characters, and riveting scenes.	While all students passed, I can always do a better job.
Dept - (CA) Film/Television	F/TV60C_SLO_2	Write short scripts for fiction and non-fiction films.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV60C_SLO_2	Write short scripts for fiction and non-fiction films.	don't understand the material.
Dept - (CA) Film/Television	F/TV62_SLO_1	Develop and execute a lighting plan for location shooting.	Now that I have applied this assignment into the course work I plan on adjusting my grading system to add more grade value to this assignment. I will also create a new "check in" system to be certain that all students fully grasp what is expected.
Dept - (CA) Film/Television	F/TV62_SLO_1	Develop and execute a lighting plan for location shooting.	With equipment changing so fast, acquiring additional lighting fixtures, as well as grip material, would be highly beneficial for student success rates and would help with equity issues. In addition, having a paid student employee to help with the weekly hands-on labs would assist students in their practical learning.
Dept - (CA) Film/Television	F/TV62_SLO_2	Identify and operate different lighting instruments.	To try locating examples of the equipment discussed but not available in our pool.
Dept - (CA) Film/Television	F/TV63A_SLO_1	Develop and execute a sound recording plan for indoor and outdoor shooting.	Smaller classes would enable instructor to monitor students problems more easily.
Dept - (CA) Film/Television	F/TV63A_SLO_1	Develop and execute a sound recording plan for indoor and outdoor shooting.	There is a severe shortage of equipment available for students to use, thus even though assignments were made, some students had to compromise considerably because in the short timeframe of a quarter, there was too much demand for limited facilities and equipment to serve all the class needs.
Dept - (CA) Film/Television	F/TV63A_SLO_2	Identify and operate different microphones and recording equipment.	Smaller classes would enable instructor to monitor student's problems more easily, work more closely with students and provide better feedback. There is a severe shortage of equipment available for students to use, thus even though assignments were made, some students had to compromise considerably because in the short timeframe of a quarter, there was too much demand for limited facilities and equipment to serve all the class needs.
Dept - (CA) Film/Television	F/TV63A_SLO_2	Identify and operate different microphones and recording equipment.	Smaller classes would enable instructor to monitor students problems more easily.
Dept - (CA) Film/Television	F/TV63B_SLO_1	Design and produce multiple track audio projects in linear and nonlinear formats.	Smaller classes would enable instructor to monitor students problems more easily.
Dept - (CA) Film/Television	F/TV63B_SLO_2	Explain the technique of mastering a sound track for delivery for manufacturing and import sounds into a master library.	Smaller classes would enable instructor to monitor students problems more easily.
Dept - (CA) Film/Television	F/TV64A_SLO_1	Demonstrate a command of generating, planning, and outlining a feature-length narrative fiction screenplay through logline, beat sheet, scene list.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV64A_SLO_2	Write the first act of a three-act feature-length fiction screenplay.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV64B_SLO_1	Demonstrate a command of all advanced principles of screenwriting in the writing and completing of the second and third acts of a three-act feature-length narrative	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV64B_SLO_1	fiction screenplay.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV64C_SLO_1	Demonstrate a command of all advanced principles of screenwriting in the critique of other students' completed feature-length screenplays.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV64C_SLO_2	Rewrite the feature-length screenplay and prepare to enter it in the marketplace.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV65_SLO_1	Analyze the film and video industries practices and operations.	In order to be able to analyze and reflect on the first-hand testimonies from the various working professionals who come to class, a budget for scheduling such film/TV professionals would be necessary and would allow the students to interact in an informal fashion with these industry professionals while learning from their real-world experiences.
Dept - (CA) Film/Television	F/TV65_SLO_1	Analyze the film and video industries practices and operations.	None
Dept - (CA) Film/Television	F/TV65_SLO_2	Analyze first-hand testimony from working professionals on the various creative, management and craft roles and skills.	A budget for scheduling acclaimed film/TV professionals to come and speak with our students, as well as interact with them in an informal fashion, would greatly help close the equity gap.
Dept - (CA) Film/Television	F/TV66A_SLO_1	Design the movement and timing for sequences of character animation using stop-motion production techniques and/or a wide variety of other "under camera" animation methodologies.	Cameras that were in better condition were installed when Film/TV moved back to the Advanced Technology Center. An older version of Quicktime was installed in the classroom and this restored full functionality for motion analysis during critiques.
Dept - (CA) Film/Television	F/TV66A_SLO_1	Design the movement and timing for sequences of character animation using stop-motion production techniques and/or a wide variety of other "under camera" animation methodologies.	Requests for two new cameras for the animation workstations have been made. These are relatively inexpensive and can also serve Film/TV 69A students in some academic quarters. In addition, an advanced student with specific software skills and a helpful manner, was enlisted through the Perkins grant for CTE programs to mentor the aforementioned students from targeted populations and international students with language limitations. S/he assisted students in several different animation courses.
Dept - (CA) Film/Television	F/TV68A_SLO_1	Design and edit soundtracks for animated films, containing effects ambiances and atmospheric musical scores.	The solution for Film/TV and Animation would be having its own copyright-free music library, preferably one with cinematic-caliber musical themes, each containing numerous clips with variable instrumentation and variable length. This would greatly facilitate student editing with perfect synchronization. The instructor, Martin McNamara, had purchased one such mini-library that had proven very effective, but only for suspense music. The other solution would be to install a SAN, so that all production students could access any departmental music or sound effects library from any workstation. Film/TV began shopping, testing and budgeting for

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV68A_SLO_1	Design and edit soundtracks for animated films, containing effects ambiences and atmospheric musical scores.	purchase of a music library and a SAN, hopefully during the 2015-2016 academic year.
Dept - (CA) Film/Television	F/TV68A_SLO_2	Synchronize voice tracks to animated characters and edit music cues to animated sequences.	<p>Limited to a face with its modular mouths, eyes could have the potential for animated facial expressions that could be timed with speech in relationships similar to that with full figure gestures. The exercise was expanded to use interchangeable eyebrows and eyelids to create eye darts, blinks and brow expressions as mini-gestures. This really brings the faces to life.</p> <p>Moreover, an advanced student with specific software skills and a helpful manner, was enlisted through the Perkins grant for CTE programs to mentor the aforementioned students from targeted populations and international students with language limitations</p>
Dept - (CA) Film/Television	F/TV69A_SLO_1	Design realistic and expressionistic animated movements.	<p>Students were directed to the website that had been recently launched by San José State Physics professor Alejandro Garcia, assisted by De Anza Animation instructor Martin McNamara as part of a joint National Science Foundation grant to develop a Physics for Animators GE course. The site contains numerous tutorials, including gravitational acceleration. They have now been integrated into Film/TV 69A.</p> <p>In addition, several digital still cameras were tried in lieu of the aging camcorders. Compatibility issues exist with software and hardware, so a better solution long-term is needed and being sought. There are a total of four stations for F/TV 69A and 66A</p>
Dept - (CA) Film/Television	F/TV69A_SLO_2	Create drawn sequences of character and effects animation.	<p>Students who had previously taken Film/TV 70A, Storyboard and Visual Development, approximately 35% of the class, were comfortable planning this type of shot sequence properly. The others lacked the knowledge of camera language and editing strategies to design the sequence. Everyone completed it, but narrative results varied widely.</p> <p>In addition, as in other courses, despite class screenings of specific tutorials for the animation stands and their software and easy access to those tutorials in the Animation Lab, a number of students, primarily from the targeted populations that we are striving to serve better, took much longer to execute the project. Having a mentor for these students was desired.</p>
Dept - (CA) Film/Television	F/TV70A_SLO_1	Apply principles of cinematography and strategies of film editing to pictorial representation of narrative and expository sequences using storyboard panels.	It was decided to begin each future course with the small-group narrative storyboard exercise, featuring a choice of assigned stories that require bold and striking imagery. This would be followed by the development of a concept and storyboard for a short personal film. The PSA becomes a necessary casualty in this arrangement. The combination emphasizes visual language and allows sufficient time to incubate personal film ideas. Ideally this course would be four units and six hours per week, with one three-hour class meeting focusing on concept development specifically for animation and the other on pure storyboarding. That was proposed to the

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV70A_SLO_1	Apply principles of cinematography and strategies of film editing to pictorial representation of narrative and expository sequences using storyboard panels.	department and hopefully the course will be modified.
Dept - (CA) Film/Television	F/TV75G_SLO_1	Identify and describe the development of the animated short film from 19th century pre-cinematic devices to the present, noting its role in international film history.	Five animated feature films were added to this course this quarter as well as selected short subjects. Other important films were moved into production courses or optional supplemental screenings. It was decided to drop one of the animated feature films, since it could be replaced by eight important short subjects with the same running time. Several exam questions were also rewritten to make them easier to comprehend by international students for whom English was a second language.
Dept - (CA) Film/Television	F/TV75G_SLO_2	Analyze the formal evolution of the animated short film, including the development of aesthetic elements such as narrative structure, art direction, camera language, sound design and editing styles.	The paper topic handout was expanded significantly. It was decided to make supplemental films from the departmental Audio-Visual library and from the instructor's personal collection available to students for research in the Animation lab in AT 104 for their papers.
Dept - (CA) Film/Television	F/TV75G_SLO_3	Refine and employ critical thinking skills in aesthetic, technological and socio-political contexts to understand animated films produced in various historical eras and geographic regions.	Following this rather experimental quarter, the syllabus could be rewritten to address the weekly class schedule. The uncertainty of running time for film programs combining shorts and features for the first time was resolved. As with the midterm, several exam questions were rewritten to make them easier to understand for international ESL students.
Dept - (CA) Film/Television	F/TV75K_SLO_1	Identify and explain significant trends in the evolution of animation as an art form within the Japanese national cinema, as well as major contributions by individual directors and studios, from aesthetic, technological and socio-political perspectives.	The instructor requested and received a translation of the voice tracks in the World War II feature film from native speakers of that generation. This enabled a more thorough analysis of the film's soundtrack and thematic focus to be presented to the students. Several exam questions were also rewritten to make them easier to comprehend by international students for whom English was a second language in hopes that they would be more successful when taking it.
Dept - (CA) Film/Television	F/TV75K_SLO_2	Refine and employ critical thinking skills to appraise the narrative, visual and aural elements of motion pictures from different time periods within the Japanese national cinema.	Additional short films by important authors such as Katsuhiro Otomo were added to the syllabus The addition of Katsuhiro Otomo's "Combustion" will help students selecting either the authorship or literary adaptation prompt for their term papers. It was decided to make supplemental films from the departmental Audio-Visual library and from the instructor's personal collection available to students for research in the Animation lab in AT 104 for their papers.
Dept - (CA) Film/Television	F/TV75K_SLO_3	Analyze representations of race and ethnicity, gender and sexuality in the context of their historical period, demonstrating an understanding of the politics of representation and the techniques of propaganda learned	The recently Oscar-nominated "Tsukumo (Possessions)" will be added to the syllabus, increasing our discussion of the supernatural. In addition, lecture will emphasize the representation of female ghosts in the context of live-action characters in the classic works of Mizoguchi, Kobayashi,

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Film/Television	F/TV75K_SLO_3	in class.	Shindo and other major directors.
Dept - (CA) Film/Television	F/TV82A_SLO_1	Create believable motion for objects and characters that exhibits personality.	An additional tv screen mounted to the wall or ceiling halfway back in the classroom would enhance student's ability to follow demonstrations in large classes. Any expansion of lab access hours, which may require a Perkins-funded Animation student employee, would be beneficial to the students. Keeping Maya updated is essential as the students have free access to the latest version from the publisher.
Dept - (CA) Film/Television	F/TV82A_SLO_1	Create believable motion for objects and characters that exhibits personality.	Any expansion of lab access hours, which may require Perkins-funded Animation student employees, would be beneficial to the students. Keeping Maya updated is essential as the students have free access to the latest version from the publisher.
Dept - (CA) Film/Television	F/TV98G_SLO_1	Assumes the role of the writer, producer or director of a television or film project and carry it to completion.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV98G_SLO_2	Demonstrates people and crew interpersonal skills and leadership qualities in working collaboratively on a project.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV98H_SLO_1	Assumes the role of camera, sound or lighting grip on a television or film project.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV98J_SLO_1	Assumes the role of editor on a television or film project.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Film/Television	F/TV98J_SLO_2	Develops a post production plan for a video or film project.	Be more encouraging and supportive and making sure people who are not skipping classes or turning in assignments aren't doing so because they don't understand the material.
Dept - (CA) Music	MUSI12A_SLO_1	The successful student will demonstrate the basic knowledge of music notation enabling them to find pitches to be played on the keyboard and for the amount of time suggested by standard proportional durations.	Students success more than met the instructor's expectations therefore no enhancements are necessary at this time.
Dept - (CA) Music	MUSI12A_SLO_2	The successful student will be able to play major and minor scales up to four sharps and flats with a high degree of accuracy.	Students successfully met the requirement. No enhancements necessary at this time.
Dept - (CA) Music	MUSI12B_SLO_1	The successful student will accurately read beginning piano music like selections from J.S. Bach's Anna Magdalena Bach collection, Clementi Sonatinas, and Schumann Album for the Young in both major and minor keys.	No enhancements necessary at this time as students met the expectations.
Dept - (CA) Music	MUSI12B_SLO_2	The successful student will be able to analyze the structure and form of these pieces as well demonstrate a basic understanding of the harmonies and dynamics of the	Target for success met. No enhancements necessary at this time.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Music	MUSI12B_SLO_2	pieces played.	Target for success met. No enhancements necessary at this time.
Dept - (CA) Music	MUSI12C_SLO_1	Perform piano solos from memory and music scores.	Allow more classroom time for more performance opportunities
Dept - (CA) Music	MUSI12C_SLO_2	Develop an advanced understanding of form, harmony and dynamics.	Target for Success was met. No enhancements necessary at this time
Dept - (CA) Music	MUSI13A_SLO_1	The successful student will demonstrate proper beginning level technique: breathing, support, and placement	Will continue to provide techniques for relaxation as well as encouragement to visit office hours for additional practice.
Dept - (CA) Music	MUSI13A_SLO_2	The successful student will develop solo singing repertoire (primarily Italian).	develop buddy system; sing duets!
Dept - (CA) Music	MUSI14A_SLO_1	Successful students will be able to identify notes and rhythms, and play in the first position of all six strings at a beginning level.	Beginning Fall 2016, a new textbook will be used. However, the current trend of forcing the combination of multiple levels of instruction generally results in fewer students completing the course, and lower levels of achievement.
Dept - (CA) Music	MUSI14A_SLO_2	Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, single line melodies and chords.	The expanded use of projected images, and instructional videos, may produce marginally higher outcomes, but as class levels are more and more comingled, improvement is less likely.
Dept - (CA) Music	MUSI14B_SLO_1	Successful students will be able to identify notes and play in the first position music appropriate to second-term study.	With the current auxiliary text now out of print, an opportunity to reassess the short written and practice exercises. Instructor Dunn has continued to write exercises tailored to his own teaching style, and will consider whether these are a good replacement for published materials.
Dept - (CA) Music	MUSI14B_SLO_2	Successful students will be able to use right and left hand techniques to demonstrate their comprehension of rest strokes, free strokes, arpeggios and multi-part music at a level appropriate to second-term study.	The approach employed is highly successful, with student accountability kept at a high level. Enhancements would be possible with paid tutorial staff.
Dept - (CA) Music	MUSI16A_SLO_1	Successful students will be able to perform several chord progressions in different keys using both strumming and fingerstyle techniques	The methodology is clearly working well at the present time; as the class becomes intermingled with 16B in the Winter and Spring quarters, further reflection may be necessary.
Dept - (CA) Music	MUSI16B_SLO_1	Successful students will perform songs in jazz, blues, and popular music forms, applying basic jazz scale forms.	Introduce modal scales earlier in the quarter, as well as certain musical styles, moveable chords,and finger-style techniques. use short exercises as building blocks to longer studies and songs.
Dept - (CA) Music	MUSI16B_SLO_2	Successful students will demonstrate appropriate technique for performing both lead and accompaniment.	As concepts and techniques are added earlier in the quarter, hopefully skills and confidence will increase in the solo and accompaniment areas as well.
Dept - (CA) Music	MUSI18A_SLO_1	The student will demonstrate accurate piano technique on major and minor scales, given arpeggios, and major, minor and primary triads in root position.	The Target was met. No enhancements necessary at this point.
Dept - (CA) Music	MUSI18A_SLO_2	The student will demonstrate a more advanced understanding of interpretation and historical contexts of Baroque and Classical piano literature.	Target was met. Enhancements not necessary at this point in time.
Dept - (CA) Music	MUSI18B_SLO_1	The student will demonstrate accurate piano technique on chromatic scales, given arpeggios, and dominant seventh chords in all keys.	Target met. Enhancements to necessary

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Music	MUSI18B_SLO_2	The student will demonstrate a more advanced understanding of interpretation and historical contexts of Romantic and 20th Century piano literature.	Target met. enhancement not necessary at this time.
Dept - (CA) Music	MUSI18C_SLO_1	The student will demonstrate accurate piano technique on whole tone and diminished scales, Arpeggios on diminished and dominant seventh chords, and diminished and augmented triads in all inversions.	target met. Enhancements not necessary at this point in time.
Dept - (CA) Music	MUSI18C_SLO_2	The student will demonstrate an advanced understanding of interpretation and historical context of Impressionistic piano literature.	target met. Enhancements not necessary at this point in time.
Dept - (CA) Music	MUSI1A_SLO_1	The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.	Regarding listening assignments and attention to obtaining, using, and engaging the recorded music component of required course materials: Some checks on whether or not students have these materials during week one are useful and seem to have decreased the number of students without these materials. Allowing students to use the previous edition of the text and recordings has somewhat lowered cost barriers
Dept - (CA) Music	MUSI1B_SLO_1	The successful student will employ a basic vocabulary of common music terms to describe observations of recorded and live music.	Students could be better prepared for the exam if musical terms are presented at the start of the quarter; this would allow students to keep track of terms that will be on the exam as the class progresses. Terms could more regularly be included in quizzes, or there could be terminology quizzes in addition to or instead of existing quizzes.
Dept - (CA) Music	MUSI1B_SLO_2	The successful student will recognize individual instruments and voices and the various ensembles in which they are used.	Assignments can be streamlined to ask a higher number of short, specific questions rather than longer and more open-ended questions. By being more specific, the student can more easily determine what the instructor is looking for. This may also make the course material more friendly to ESL students.
Dept - (CA) Music	MUSI20_SLO_1	Students will demonstrate skills learned in class, such as proper vocal technique and correct notes and rhythms, that are critical to a successful chorale performance.	In addition to vocal warmups, at the beginning of each class, daily sight singing exercises and rhythm work will accompany the music learning.
Dept - (CA) Music	MUSI25_SLO_1	The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.	For spring quarter, students will be asked to perform in class more often, and depending on the level of poise that students attain, a determination as to whether students will be required to perform in one or both o the recital/jury, with alternatives devised for those whose anxiety is debilitating. In addition, the jury will be altered to include only faculty, with students having individual appointments for their jury.
Dept - (CA) Music	MUSI25_SLO_1	The successful student will improve their ability to rehearse and perform as an individual and/or ensemble.	Provide more performing opportunities during the course of the quarter, assess how best to help students grow in performance situations
Dept - (CA) Music	MUSI25_SLO_2	The successful student will demonstrate acquired musical skills through final public performance.	Change from juries with students in attendance to scheduled individual appointments. We will determine whether students should be given alternate means for evaluating progress, and use the lecture part of the class to allow students to perform more often in "low stakes" situations.
Dept - (CA) Music	MUSI31_SLO_1	The successful student will sight read, rehearse, and publicly perform selected repertoire from the Chamber	This model is working but even though we work as a class and ensemble individual students need individual help and guidance in regards to

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Music	MUSI31_SLO_1	Orchestra literature found in various time periods from the Baroque Era to the present.	practice and challenges of the music studied in class. More one on one time is needed.
Dept - (CA) Music	MUSI31_SLO_2	The successful student will participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.	This model is working but even though we work as a class and ensemble individual students need individual help and guidance in regards to practice and challenges of the music studied in class. More one on one time is needed to give tips on homework or in this case students practice work flow.
Dept - (CA) Music	MUSI42_SLO_1	The successful student will sight read, rehearse, and publicly perform selected repertoire from the Wind Ensemble literature found in various time periods up to the present.	Additional methods and exercises should be employed to enable the performance of more difficult and varied repertoire.
Dept - (CA) Music	MUSI4A_SLO_1	The successful student will apply the stylistic principles of and normative adherence to the rules of strict four part writing using tertian triads and 7th chords in all positions including secondary authentic, modal borrowing, Neapolitan, augmented 6th chords, and modulating functions.	An adjustment is called for in the form of having more didactic instructions in more assignments and group work early on in the quarter and to attempt to get at least one highly successful assignment accomplished prior to the final exam where they will be asked to produce one example from explicit directions and one example where they are given ingredients and goals but no specific plan of attack..
Dept - (CA) Music	MUSI4B_SLO_1	The successful student will apply the stylistic principles of and normative adherence to the rules of diatonically responsible chromaticism in writing both 4-part and melody plus accompaniment textures.	Finding a way to foster students “playing around” more with the materials outside of class including impromptu ensemble performances
Dept - (CA) Music	MUSI4B_SLO_2	The successful student will accurately and comprehensively analyze pieces at the level of complexity of Brahms Innermezzos.	Planning Combinations of group and individual work should be used for each piece analyzed rather than alternated.
Dept - (CA) Music	MUSI4C_SLO_1	The successful student will apply the stylistic principles and norms of various post tonal genres in writings with instrumentation appropriate to the genre.	As possible, the college should invest in finding mentor musician scholars representing underserved populations to work with students.
Dept - (CA) Music	MUSI4C_SLO_2	The successful student will use both solfeggio and intervallic naming in accurately singing post tonal melodies as well as quasi tonal bass lines while other parts are being played.	Enhancement Plan Further study of whether or not the use of movable Do (effective or not for the sound result) is a good idea given the intervallic as opposed to scalar nature of the melodies being pursued. Research the ethicality of assigning students
Dept - (CA) Music	MUSI51_SLO_1	The successful student will operate basic keyboard synthesizers, drum machines, simple mixers, and entry-level music software.	Address different levels of musical skill in students in the introductory level class, perhaps by adding instructions regarding different ways to meet project requirements in the project descriptions forms. To the extent possible, maximize lab time for students needing more time, by finding ways for them to access the lab during non class time, and update

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Music	MUSI51_SLO_1	The successful student will operate basic keyboard synthesizers, drum machines, simple mixers, and entry-level music software.	course software so that students may use currently available versions for outside work.
Dept - (CA) Music	MUSI51_SLO_2	The successful student will create musical projects in a variety of styles using synthesizers, drum machines, and MIDI sequencing software.	To the extent allowed by room and class schedule, find ways to provide students with additional non class lab time. Ensuring up-to-date software versions will allow students to use their own copy of the software to work outside of class on their won computers.
Dept - (CA) Music	MUSI68C_SLO_1	The student will demonstrate ability to perform Hard Bop and Funk styles while using advanced altered and diminished scales for improvisation.	Only one instructor works with the twenty or more students and the individual teaching gets lost as the students rehearse in their combos during class time. We have requested a Jazz Room in the Instrumental Hall whereby students can practice these scales and improvisation along with play along CD's or Band in the Box software.
Dept - (CA) Music	MUSI68C_SLO_2	The student will demonstrate through performance, the ability to play advanced alterations of all four chord types by playing more advanced patterns and sequences.	More time could be spent at the beginning of each class session drilling all students on patterns, "licks", and chord extensions. Then, when the class separates into combos, students could apply those strategies to their solos on the songs they are rehearsing. Again, instituting a Jazz Room for individual practice would greatly enhance student performance and learning.
Dept - (CA) Music	MUSI77_SLO_1	Students will demonstrate advanced skills on a special project in music.	Enhancement/Action: Music Department Special Projects are working exactly as intended, providing opportunities for students to pursue more advanced studies in Music with guidance from the Instructor. No enhancements are necessary at this time.
Dept - (CA) Music	MUSI77_SLO_2	Students will develop a plan for meeting special project goals	No enhancements are necessary at this time. It is recommended, however, that repeatability restrictions for Special Projects be eased.
Dept - (CA) Music	MUSI8_SLO_1	Design and edit sounds using hardware and software synthesis and editing tools.	Nearly all students were successful. Improvements could be made by making more lab time available outside of scheduled class hours and by updating class software to current versions so that students could work on projects on their own computers.
Dept - (CA) Music	MUSI8_SLO_2	Create musical/audio projects using audio/MIDI sequencing software, audio signal processing software and hardware, and mixing hardware and software.	Nearly all students were successful. Improvements could be made by making more lab time available outside of scheduled class hours and by updating class software to current versions so that students could work on projects on their own computers.
Dept - (CA) Music	MUSI9A_SLO_1	The student will play melodic improvised jazz material on the piano based on appropriate scale choices.	The fact that this is a multi-section class creates challenges for teaching, especially for those in the first level, as individual attention is limited. Being able to offer open lab times, with guided practice, for all keyboard students would be a strong improvement to the class and the Piano area in general. Without being able to separate the various levels, no other enhancements are recommended at this time
Dept - (CA) Music	MUSI9A_SLO_2	The student will read and play on the piano jazz chords notated in standard chord symbol notation.	As noted in SLO 1, the nature of multiple class levels meeting simultaneously makes providing individual attention difficult. However, the ability of students to practice their assigned materials during lecture

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (CA) Music	MUSI9A_SLO_2	The student will read and play on the piano jazz chords notated in standard chord symbol notation.	periods for other classes makes the model work relatively well, and no further enhancements are necessary.
Dept - (CA) Photography	PHTG1_SLO_1	Demonstrate a working knowledge of wet darkroom processes to create photographs using a 35mm film camera.	One faculty member is providing an additional 2.5 hrs. lab for more project time and therefore even higher success.
Dept - (CA) Photography	PHTG21_SLO_1	Identify iconic images and major trends in contemporary photography.	None needed at this time
Dept - (CA) Photography	PHTG21_SLO_2	Recognize and appreciate the wide range of ethnically, culturally, and socially diverse representations and practices in contemporary photography.	None needed at this time
Dept - (CA) Photography	PHTG21_SLO_3	Evaluate and critique contemporary photographic imagery, through discussion, observation and writing, as a powerful medium of visual communication.	None needed at this time
Dept - (CA) Photography	PHTG21_SLO_3	Evaluate and critique contemporary photographic imagery, through discussion, observation and writing, as a powerful medium of visual communication.	Students are showing clear development of ideas and understanding during the making of this assignment
Dept - (CA) Photography	PHTG3_SLO_1	Demonstrate a working knowledge of wet darkroom processes to create photographs using a large format camera.	None
Dept - (CA) Photography	PHTG3_SLO_2	Apply basic Zone System techniques.	None
Dept - (CA) Photography	PHTG4_SLO_1	Apply basic digital camera skills to create images.	I assigned 2 exams. The average grade was 85%
Dept - (CA) Photography	PHTG4_SLO_1	Apply basic digital camera skills to create images.	None
Dept - (CA) Photography	PHTG4_SLO_2	Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.	None
Dept - (CA) Photography	PHTG4_SLO_2	Demonstrate a working knowledge of the digital darkroom using Adobe Lightroom.	Students successfully received their print to compare to the monitor.
Dept - (CA) Photography	PHTG5_SLO_1	Apply digital camera skills to create images.	None needed at this time.
Dept - (CA) Photography	PHTG5_SLO_2	Demonstrate a working knowledge of the digital darkroom integrating Adobe Lightroom and/or Photoshop.	None. Results have shown success for all students attending for over five years.
Dept - (CA) Photography	PHTG58B_SLO_1	Create digital images using intermediate/advanced Photoshop editing techniques.	None. More assignments allowing choices of which assignments a student might like to complete could be popular, but would not have an affect on the outcome. Small class size and level of skill is allowing high success.
Dept - (CA) Photography	PHTG60_SLO_1	Apply basic digital camera handling skills to create images.	Will need to consider best method for students to understand WB settings. Additional reading and/or external web site links with explanations.
Dept - (CA) Photography	PHTG7_SLO_1	Students will interpret and utilize the photographic medium as a means of communication.	Continued assessment of assignments and material provided to enhance outcomes
Dept - (CA) Photography	PHTG7_SLO_1	Students will interpret and utilize the photographic medium as a means of communication.	None at this time

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English	ELIT10_SLO_2	Analyze fiction in writing from multiple critical perspectives.	* Have students take a diagnostic quiz to determine their ability to recognize key elements of fiction necessary in the analysis of fiction.
Dept - (LA) English	ELIT10_SLO_2	Analyze fiction in writing from multiple critical perspectives.	* Have students take a self-assessment at the beginning of the quarter to determine their comfort level with analyzing fiction
Dept - (LA) English	ELIT12_SLO_1	Identify, articulate, and evaluate the nature and variety of dramatic texts, styles, and techniques.	Honoraria for visiting experts in theater to enhance the students' understanding of the relationship between written texts and live theater. Financial assistance so that the entire class may attend the live performance of a play the class has read.
Dept - (LA) English	ELIT19_SLO_1	Identify and analyze a range of literary expression in the Old and New Testaments and Apocrypha.	? Continue to become more familiar with Leland Ryken?s How to Read the Bible as Literature
Dept - (LA) English	ELIT19_SLO_2	Identify and analyze the stories and figures that are the basis for countless works of art, literary allusions, and philosophical constructs of the western tradition.	? Continue to use a social networking site ? Require a discussion post and response each week ? Grade discussions quickly each week ? Find a faster way to grade discussions.
Dept - (LA) English	ELIT19_SLO_3	Compare and contrast myth and narrative structures to other ancient Mediterranean and world literatures.	? Present earlier in the quarter ? Add more examples of parallels than just Gilgamesh
Dept - (LA) English	ELIT19_SLO_4	Identify, articulate and apply a range of possible interpretations of selected texts.	Continue with the assignment
Dept - (LA) English	ELIT22_SLO_1	Analyze elements, themes and motifs of myths, traditional stories and folktales.	I would recommend adding a class tutor/TA/Mentor for students to talk to about writing in the class. Since the transfer class allows for students with mixed levels of writing ability, the students would benefit from a mentor that could work one-on-one with the students to improve their literary analysis and citation skills. Many students commented that they were turned away from the writing center due or that the people at the WRC did not have the skills in literary analysis to help with the paper.
Dept - (LA) English	ELIT22_SLO_2	Apply a variety of critical perspectives in the interpretations of myths, traditional stories, folktales and their cultural contexts.	Enhancement/Action: Rewrite assignment to emphasize analysis Show strong examples from this class next time.
Dept - (LA) English	ELIT22_SLO_2	Apply a variety of critical perspectives in the interpretations of myths, traditional stories, folktales and their cultural contexts.	I would recommend adding increasing the unit count to 5 and adding a hybrid hour to the class each week. Many of the students enjoyed part-taking in the online material and wanted an opportunity to hold class presentation, chats, and discussions online, which is actually additional work from what the course outline currently requires. Hence, it would seem logical to meet the students request and see if that would encourage all the students to not only complete the work but have time to interact together.
Dept - (LA) English	ELIT24_SLO_1	Students will identify multiple cultural and historical issues pertaining to Asian American Pacific Americans in	Funding for more field trips to learn about past and current struggles within the Asian Pacific American community. Conference funds to attend

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English	ELIT24_SLO_1	literature.	conferences like Asian Pacific Americans in Higher Education (APAHE). Student mentors from targeted populations who can help the students who are still struggling with course assignments and overall studenthood skills.
Dept - (LA) English	ELIT39_SLO_1	Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII.	Also, at strategic intervals throughout the quarter ?come up for air? and remind the class why we?re doing this, why we?re studying literature?because it?s pure oxygen for mind and spirit and has much to teach us about self and world.
Dept - (LA) English	ELIT39_SLO_1	Demonstrate the ability to analyze the diverse range of contemporary literary forms, focusing on works created after WWII.	Model, model, model?continue to archive samples of student writing excellence for midterms, finals, essays. Pass these out in class or upload them to class website to be clear about what I?m asking students to do, about my criteria for excellence.
Dept - (LA) English	ELIT46B_SLO_1	Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature.	In order for everyone to get an A, I would like to see the college make the course have a 1A prerequisite and have English Majors have priority registration. Some students who register are not prepared for high level communicating and thinking without these foundation courses.
Dept - (LA) English	ELIT46B_SLO_1	Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature.	Many of the students are having challenges connecting with the readings from the British Culture, especially 300 years ago. I can't stress enough how experiencing the authors and the culture would bring the texts to life. Many of my students are English Majors and would benefit beyond measure from a campus abroad London program to live the readings and connect in a more in depth and more profound way.
Dept - (LA) English	ELIT46B_SLO_1	Acquire knowledge of the historical and cultural period, major writers, and key texts of Neo-Classical and Romantic British Literature.	The students did the best with the online and print resources they had. But the information often felt removed and impersonal. The students would connect to British History, British Culture, and the British Authors if they had a chance to see up close the information come to life. The campus abroad program in London would be a transformative experience and change the depth and learning of our coursework.
Dept - (LA) English	ELIT46B_SLO_2	Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature.	In order for everyone to get an A, I would like to see the college make the course have a 1A advisory and have English majors have priority registration. Some students who register are not prepared for this high level writing and thinking without the foundation courses.
Dept - (LA) English	ELIT46B_SLO_2	Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature.	The class size is much much too large. An incredibly support would be to make the class a 5 unit class (perhaps the extra 50 minutes as a hybrid for more one on one time). Another support would be to have Mentors or Teaching Assistants who could hold small group discussions outside of class.
Dept - (LA) English	ELIT46B_SLO_2	Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of Neo-Classical and Romantic British Literature.	The students would benefit so tremendously from the London Campus abroad program. The literature comes to life when one fully immerses him/herself in the culture and the history.
Dept - (LA) English	ELIT48C_SLO_1	Acquire knowledge of the historical and cultural period,	Add online document storage so all students can access information

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English	ELIT48C_SLO_1	major writers, and key texts and documents of American Literature from 1914 to present.	outside of class. Give practice test to familiarize students with the format.
Dept - (LA) English	ELIT48C_SLO_1	Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	Add online document storage so all students can access information outside of class. Give practice test to familiarize students with the format.
Dept - (LA) English	ELIT48C_SLO_1	Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	Adding a Smart classroom as a requirement for the class: *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space
Dept - (LA) English	ELIT48C_SLO_1	Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	Email students to encourage them to attend class to the end of the quarter.
Dept - (LA) English	ELIT48C_SLO_1	Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of American Literature from 1914 to present.	Smart classroom *online materials and lecture notes on faculty website * class Facebook page for class community-building, collaborative and supportive academic tool, writer's space
Dept - (LA) English	ELIT48C_SLO_2	Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present.	Electronic access to class material. Students need computers or tablets in order to access materials easily.
Dept - (LA) English	ELIT48C_SLO_2	Develop critical thinking skills by applying a variety of critical and theoretical criteria to the evaluation of American literature from 1914 to the present.	Try to get texts to make available to students who can't afford them. Encourage students to visit office hours for writing help.
Dept - (LA) English	EWRT1A_SLO_1	Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.	The department decided to create a common rubric for all 1A classes and to investigate using a portfolio as part of 1A. Additionally, the slo team felt that additional resource allocations for more full-time faculty positions; maintenance and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff would help with the success rates.
Dept - (LA) English	EWRT1A_SLO_2	Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.	The department began the process of creating a grading rubric for all 1A essays, and it also began investigating using a portfolio system for 1A. To fully implement these changes the department would require: Additional resource allocations for more full-time faculty positions; maintenance and upkeep of smart classrooms; training for technology; training for tutoring; maintenance and upkeep for existing support programs, Writing Center and counseling staff.
Dept - (LA) English	EWRT1B_SLO_1	Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue	The department decided to create a common rubric to help instructors to be normed on essay standards, and the department began investigating the creation of a 1A portfolio.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English	EWRT1B_SLO_1	Demonstrate analytical skills in the reading of literary (and non-literary) texts linked by common theme or issue	
Dept - (LA) English	EWRT1B_SLO_2	Demonstrate analytical, organizational, verbal, and research skills in writing focused on common theme or issue	The department began work on a common grading rubric and investigated the idea of a 1B portfolio.
Dept - (LA) English	EWRT1B_SLO_3	Comparatively evaluate multiple points of view and integrate them in analytical research paper	The department began discussions of a formal rubric for this class to norm instructors, and also the department began to investigate using portfolios.
Dept - (LA) English	EWRT1C_SLO_1	Identify the multiple levels of meaning of literary texts in journals, discussion, and essays.	The department is planning on designing a new grading rubric for presentations and a a common grading rubric for analytical writing assignments
Dept - (LA) English	EWRT1C_SLO_2	Analyze the cultural and historical background of literary texts.	The faculty began creating a list of suggested texts, assignments, and course pacing schedules for this class.
Dept - (LA) English	EWRT1C_SLO_3	Demonstrates a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings.	<p>The Department began work on a formal Essay Grading rubric and began investigating staff development for how to write clearer prompts.</p> <p>Needs:</p> <ol style="list-style-type: none"> 1. More staff development for a best practices workshop series. 2. A tutoring workshop for students on textual analysis. 3. More full-time faculty trained in composition studies and literary analysis.
Dept - (LA) English	EWRT1C_SLO_4	Write effectively organized, academic (analytical, argumentative) essays based on literary texts.	<p>Enhancement (Part II):</p> <p>We see an increasing need for tutoring services for students whose writing skills are still developing. WRC CAT tutors might be ideal for this purpose. This is a course which does not review fundamentals, and students weak in their writing skills need more support to succeed.</p> <p>We also see an increasing need for "smart" classrooms that have Internet access available in the classroom. This is required for students to not only make their presentations successfully, but also to further provide literary contexts within the classroom discussions.</p>
Dept - (LA) English	EWRT2_SLO_1	Apply critical thinking skills to writing and complex readings.	1. Develop a unit in Rhetoric for students to take as a DLA or short course in the WRC.
Dept - (LA) English	EWRT2_SLO_1	Apply critical thinking skills to writing and complex readings.	Create a faculty inquiry group that focuses on creating critical thinking pedagogy at developmental and transfer levels.
Dept - (LA) English	EWRT2_SLO_1	Apply critical thinking skills to writing and complex readings.	Hire faculty trained in rhetoric and developmental pedagogy to transform the basic skills curriculum.
Dept - (LA) English	EWRT2_SLO_1	Apply critical thinking skills to writing and complex readings.	In order to add content or assignments pertaining to ableism, resources such as visiting speakers or field trips would be useful. Also, presentation of material relating to ableism and homophobia are often found on the internet or in digital format, so smart classrooms and access to the internet is essential.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English	EWRT2_SLO_2	Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	The other issue for the students is that there is so little financial and staff support for the Writing and Reading Center that students at the EWRT 2 level are literally turned away when they request help. This leaves the entire drafting burden on me -- and I had about 107 students this quarter, about 1/4 to 1/3 of them international students. The WRC, which used to play a wonderful role in student success, was not helping when I needed help.
Dept - (LA) English	EWRT2_SLO_2	Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	<ol style="list-style-type: none"> 1. Work to develop more tutoring options for transfer level students to use 2. Have class mentors that can help students understand the texts and be a bridge to understanding complex texts 3. Create a faculty inquire group to discuss scaffolding more complex texts in developmental and 1A classes. 4. Hire new faculty trained in basic skills & transfer instruction so that the needs of developmental students will be considered at all levels.
Dept - (LA) English	EWRT2_SLO_2	Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	Because this learning outcome should be at all stages directly integrated with use of technology, my students and I were consistently hampered in every way by the lack of available technology. Lack of classroom computers, lack of projectors, and lack of computer lab time for directed research were the three technology hindrances to performance. I do believe that if we had technology available within our classrooms and more computer lab time, at least half the students who performed at B level could have risen to the A level.
Dept - (LA) English	EWRT2_SLO_2	Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.	Instructors wanted to conduct a focus group of students to ask questions about what the instructors could do to increase the confidence and preparedness of students to complete written assignments based on complex texts.
Dept - (LA) English	EWRT2_SLO_3	Demonstrate analysis, comparison, synthesis, and documentation of independent research.	1. Add a library visit where students can meet with a librarian and have time to research
Dept - (LA) English	EWRT2_SLO_3	Demonstrate analysis, comparison, synthesis, and documentation of independent research.	Introduce Paraphrasing unit at the 211 level and 1A in a pilot in Fall 2012 LART 211 and 1A CREM program to see if earlier exposure to paraphrasing will help students understand paraphrasing better in the EWRT 2 level.
Dept - (LA) English	EWRT2_SLO_3	Demonstrate analysis, comparison, synthesis, and documentation of independent research.	Pilot a class mentor project so that students can have access to peer help with research and analysis of research
Dept - (LA) English	EWRT2_SLO_3	Demonstrate analysis, comparison, synthesis, and documentation of independent research.	Pilot a tutoring day with the WRC where students can meet with tutors about Annotated Bibliography writing and researching.
Dept - (LA) English	EWRT2_SLO_3	Demonstrate analysis, comparison, synthesis, and documentation of independent research.	Work closely with the tutoring center to develop an MLA citation workshop for students.
Dept - (LA) English	EWRT200_SLO_1	Recognize and generate effective writing at the sentence level.	<p>Enhancement/Action:</p> <ol style="list-style-type: none"> 1. To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English	EWRT200_SLO_1	Recognize and generate effective writing at the sentence level.	<ol style="list-style-type: none"> To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. To do a faculty focus group on how grammar is taught in their 200 classroom. To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students.
Dept - (LA) English	EWRT200_SLO_2	Follow a writing process in order to convey focused, developed ideas in paragraph form.	<p>Enhancement/Action:</p> <p>The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.</p> <p>The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.</p>
Dept - (LA) English	EWRT200_SLO_2	Follow a writing process in order to convey focused, developed ideas in paragraph form.	The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.
Dept - (LA) English	EWRT200_SLO_2	Follow a writing process in order to convey focused, developed ideas in paragraph form.	The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.
Dept - (LA) English	EWRT200_SLO_3	Approach and interact confidently with a variety of texts.	We feel that the question was not specific enough to get at the students? confidence in using texts within their writing, so the department will review and potentially re-write the SLO and the course outline to better gauge the students? ability to use a variety of texts in their writing e.g. non-fiction, fiction, visual, etc. Then, re-survey the students with a more specific question.
Dept - (LA) English	EWRT211_SLO_1	1. Clear ability to respond critically to one’s own and others’ experiences and ideas	Request funds for a project that will allow faculty to work with the student success center to develop a DLA that helps students and tutors differentiate between summary and analysis.
Dept - (LA) English	EWRT211_SLO_1	1. Clear ability to respond critically to one’s own and others’ experiences and ideas	<p>The students need support in the following areas:</p> <ol style="list-style-type: none"> Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process. More connection to the EDC and DSS so that the students can take

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Dept - (LA) English	EWRT211_SLO_1	1. Clear ability to respond critically to one's own and others' experiences and ideas	<p>advantage of the services which can enable their success.</p> <p>3. More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course.</p> <p>4. More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems.</p>
Dept - (LA) English	EWRT211_SLO_1	1. Clear ability to respond critically to one's own and others' experiences and ideas	<p>Will ask for funding of:</p> <ol style="list-style-type: none"> 1. Smart classrooms for all 211 classes. 2. More staffing for EDC and DSS. 3. More staffing for counseling. 4. More tutors for students at risk. 5. More staff development for training of tutors.
Dept - (LA) English	EWRT211_SLO_2	2. Clear sequential relationship between supporting ideas and central argument/controlling idea	Developing a DLA in the Student success Center for students to practice Essay and Paragraph unity.
Dept - (LA) English	EWRT211_SLO_2	2. Clear sequential relationship between supporting ideas and central argument/controlling idea	Having a department retreat on paragraph structure so that students will be presented with a clear model of a successful paragraph and essay rather than having competing models depending on the teacher.
Dept - (LA) English	EWRT211_SLO_2	2. Clear sequential relationship between supporting ideas and central argument/controlling idea	<p>Request funding for:</p> <ol style="list-style-type: none"> 1. Smart classrooms for all 211 classes. 2. More staffing for EDC and DSS. 3. More staffing for counseling. 4. More tutors for students at risk. 5. More staff development for training of tutors.
Dept - (LA) English	EWRT211_SLO_3	3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills	Request funding to develop an instructor EWRT 211 BaseCamp or Slack site where instructors could easily share successful prompts and assignments, as well as get feedback on problems students are facing with argumentation and analysis. This type of space would allow instructors to dialogue about best practices throughout the quarter rather than waiting until the end of the quarter when it is too late to help the student.
Dept - (LA) English	EWRT211_SLO_3	3. Evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills	<p>To request funds for:</p> <ol style="list-style-type: none"> 1. Smart classrooms for all 211 classes. 2. More staffing for EDC and DSS. 3. More staffing for counseling. 4. More tutors for students at risk. 5. More staff development for training of tutors.
Dept - (LA) English	EWRT30_SLO_1	Demonstrate a personal creative process in multiple literary genres.	Enhancement/Action: Creative writing students may be more prone than many to psychological difficulties such as depression, self-harm, harsh

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Dept - (LA) English	EWRT30_SLO_1		self-criticism. Five students reported serious depression. One needed to be hospitalized. Counseling resources on campus might be expanded to include family therapists and experienced depression counselors. Students also struggled to meet goals of attending class because of childcare difficulties and working full-time while going to school full-time. Many students need more financial aid especially book grants and inexpensive means of printing and photocopying. I'd like to request funding for five copies of the textbooks to be placed on reserve in the library and for each student who needs it to have a \$20 printing/photocopying card.
Dept - (LA) English	EWRT41_SLO_1	Demonstrate a personal creative process in poetry writing.	Enhancement/Action: This reflection points out once again the need for well-funded, ongoing staff development funding (as well as conference funding) ?for teachers still transitioning into new media and technologies. As I learn to bring assignments/ assessment methods like this one into the digital age, I'll want institutional backing and commitment to well-funded labs, training programs, and dissemination of best practices.
Dept - (LA) English	EWRT41_SLO_3	Evaluate one's peers' and one's own poems.	At best, the arts inspire and form highly charged communities of diverse and engaged critical thinkers. Core values are forged and tested in those fires. Measures of how students evaluate and interrelate as artists in community can be applied to how we all might interrelate as institutional visionaries and citizens in a democratic society. Beauty is truth, truth beauty?that is all ye know on earth, and all ye need to know. Let's save two things: our cultural commitment to community college education, and our cultural commitment to arts education.
Dept - (LA) English	EWRT42_SLO_1	Demonstrate a personal creative process in the writing of memoir and creative non-fiction.	1) The school could sponsor a published writer to attend the campus. The author would discuss his or her creative process of writing. 2) Identify a book or set of essays that describes the creative process and how to tap into it for the purpose of writing.
Dept - (LA) English	EWRT42_SLO_2	Identify and apply major technical and stylistic elements of creative non-fiction.	1) Some students feel like only people with ?talent? or some ?magic tough? can write a good memoir, so by having professional writerr?s discuss mechanics/strategies/ learned techniques, students can see that success comes not just from innate creative ability, but by using learned techniques to help shape and guide their writing. 2) Present paragraphs in class that lack some necessary elements of narrative flair and, as a class, provide stylistic enhancements and witness how the writing is transformed to fulfill SLO requirement.
Dept - (LA) English	EWRT42_SLO_3	Evaluate one's peers' and one's own creative non-fiction.	: 1) In order to ensure that students receive useful critiques that can help them further develop their craft, it would be ideal to evaluate peer critiques and give student-critics feedback on how to better identify and articulate areas of creative improvement in this genre. 2) For group critique?s, assign students specific elements/literary devices to focus on; this will encourage a diversity of critiques for a given work, and avoid

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English	EWRT42_SLO_3	Evaluate one's peers' and one's own creative non-fiction.	duplicate suggestions for the work. 3) Provide models of high-quality critiques design an in-class process for using critiques to arrive upon an example-backed conception of what constitutes the art of the memoir.
Dept - (LA) English	LING1_SLO_1	Comprehend and analyze the descriptive systems of phonetics, phonology, morphology, syntax, and semantics.	The reading, discussion and problem assignments will remain the same as they provide content and practice for extensive discussion, analysis, and critical response.
Dept - (LA) English	LING1_SLO_2	Analyze language universals contrasted by variations in social class, gender, age, ethnicity, geographic area, and idiosyntactic usage.	While the content of the course, the assignments, and course evaluation procedures will remain the same, the instructor will focus more on the importance of research and MLA citation.
Dept - (LA) English as a Second Language	ESL200_SLO_1	Comprehend, analyze and respond to reading and listening materials.	No enhancement is needed for ESL 200 outcomes.
Dept - (LA) English as a Second Language	ESL200_SLO_3	Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.	Having taught this course numerous times, I felt that the comprehension level (both reading and verbal) was lower than the average population. It is my opinion that no changes are needed.
Dept - (LA) English as a Second Language	ESL234_SLO_1	Comprehend, analyze and respond to reading and listening low-intermediate materials.	The SLOAC 234 faculty agreed that ESL 234 instructors should continue to teach students to look for main ideas when they are reading instead of focusing too much on each individual word in a text and that students should look for context clues to understand new vocabulary words instead of relying on the dictionary to translate every unfamiliar word. This reading assessment worked well for the 234 level because it was at the low intermediate level written in easy to understand language by an ESL teacher at De Anza College, and the text was relevant to ESL students because it was about how to become a better reader.
Dept - (LA) English as a Second Language	ESL234_SLO_2	Write a group of topic-related sentences using level specific grammar and vocabulary.	Faculty agreed that students need more practice writing short summaries in their own words in ESL 234.
Dept - (LA) English as a Second Language	ESL234_SLO_3	Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.	Students only needed to present for one minute on a favorite possession, which was a comfortable topic for them, and they only needed one visual aid. Because the presentation had very clear guidelines on how to organize their presentation, students performed well above expectations on this learning outcome. These results indicate that presentations should be a part of 234 curriculum.
Dept - (LA) English as a Second Language	ESL244_SLO_1	Comprehend, analyze and respond to reading and listening low-intermediate materials.	Because students did not fare well on the first SLO maybe due to inappropriate assessment measure (i.e. summary writing), ESL 244 faculty talked about different types of assessment to measure students' ability for reading comprehension. The SLOAC ESL 244 faculty agreed that for the next cycle to assess ESL 244 students will read a non-fiction reading and then write a reader's response paper. In that way, students will have the vocabulary and grammar to write a more appropriate response.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English as a Second Language	ESL244_SLO_1	Comprehend, analyze and respond to reading and listening low-intermediate materials.	The SLOAC ESL 244 faculty agreed that for the next cycle to assess ESL 244 students will read a non-fiction reading and then write a reader's response paper. In that way, students will have the vocabulary and grammar to write a more appropriate response.
Dept - (LA) English as a Second Language	ESL244_SLO_2	Write a group of topic-related sentences using level specific grammar and vocabulary.	Because students did not fare well on the second SLO, maybe due to inappropriate assessment measure (i.e. summary writing), ESL 244 faculty talked about different types of assessment to measure students' ability for writing skills. The SLOAC ESL 244 faculty agreed that for the next cycle to assess ESL 244 students will read a non-fiction reading and then write a reader's response paper. In that way, students will have the vocabulary and grammar to write a more appropriate written response.
Dept - (LA) English as a Second Language	ESL244_SLO_3	Demonstrate understanding and usage of level-specific grammar and vocabulary in reading, writing, listening and speaking.	Presentation skills for their students. Faculty found that giving students plenty of opportunities to present on different topics throughout the quarter helped them to hone their speaking skills and also gave faculty ample opportunities to give students the needed feedback to be effective oral communicators. The 244 faculty also agreed that the speaking topic plays a vital role in oral performance. They pointed out that they were surprised at the vitality that students showed during their speeches which enhanced their speaking effectiveness.
Dept - (LA) English as a Second Language	ESL251_SLO_1	Demonstrate understanding of essential points of discussions or speeches on selected topics.	The SLOAC 251 faculty agreed that ESL 251 instructors should continue to teach listening skills for their students. Faculty found that giving students plenty of opportunities to conduct interviews on different topics throughout the quarter helped them to hone their listening skills and also gave faculty ample opportunities to give students the needed feedback to be effective oral communicators.
Dept - (LA) English as a Second Language	ESL251_SLO_2	Recognize and demonstrate level-appropriate spoken American English in class discussions and speeches on selected topics.	The SLOAC 251 faculty agreed that ESL 251 instructors should continue to teach presentation and speaking skills for their students. Faculty found that giving students plenty of opportunities to present on different topics throughout the quarter helped them to hone their speaking skills and also gave faculty ample opportunities to give students the needed feedback to be effective oral communicators. The 251 faculty also agreed that the speaking topic plays a vital role in the listening and oral performances. They pointed out that they were surprised at the vitality that students showed during their speeches which enhanced their listening and speaking effectiveness. However, one point that came up from the final meeting was that the SLOAC assessment weighed heavily on presentation skills and not enough focus on speaking skills. Thus, ESL faculty agreed that since ESL 251 should focus more on academic speaking skills, the assessment was appropriate. so they began to prioritize the most important teaching points. The faculty decided to stop teaching idioms and make ESL 251 more academic. The ESL department agreed that the course should be more academic, including

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English as a Second Language	ESL251_SLO_2	Recognize and demonstrate level-appropriate spoken American English in class discussions and speeches on selected topics.	focus on oral presentations, pronunciation, and listening comprehension and note-taking skills.
Dept - (LA) English as a Second Language	ESL252_SLO_4	Demonstrate understanding and usage of level-specific vocabulary in readings.	Full participation in the assessment from all instructors is necessary in order to better gauge student success in achieving the SLO.
Dept - (LA) English as a Second Language	ESL253_SLO_1	Demonstrate understanding and usage of level-specific grammar and vocabulary in writing.	The 253 SLO faculty agreed on using more academic prompts to enhance the students' critical thinking and writing.
Dept - (LA) English as a Second Language	ESL253_SLO_1	Demonstrate understanding and usage of level-specific grammar and vocabulary in writing.	<p>The results of the assessment inform us at both the local (instructor's own class) and macro (program) levels. For my own classes, definitely, I should add more editing exercises/tests and space them out throughout the quarter to help improve student's editing ability. At the macro level, the six students who didn't pass the midterm paragraph from both of my classes can definitely benefit from additional writing instruction and/or help outside of class. (One of them, though, was already given a weekly tutor as an intervention when I found out the student was floundering in the first writing assignment.)</p> <p>Possible pathways for enhancement</p> <p>At the ESL Department Retreat held last June, we took a look at the data presented by DARE (Development & Readiness Education) to the Academic Senate. Part of the data reveals that between the 2009 and 2011 fall cohorts of 253 classes, there was a 7% drop in students eligible for ESL 5. In the 2009 fall 253 cohort, 44% of students were eligible for ESL 5 while the number dropped to 37% for the 2011 cohort. The drop amounts to about 15 students in actual number. We did not know if the drop was due to the loss of the ½-unit writing class provided by the disbanded Readiness Lab, students switching to the English track, or students leaving the ESL program/College. A discussion ensued on possible ways to provide supplemental instruction for 253. Suggestions included reviving the ½ unit writing class of the Readiness Lab. In this previous model, all 253 students were required to take the ½ unit adjunct writing class, to be able to move up to the next level. The class was taught in small groups of six to seven students by a teaching assistant with a prescribed curriculum developed by a faculty member. Other suggestions included inviting tutors to the 253 classrooms to work with students in small groups.</p> <p>My own success rate and that of two other instructors (Pati and Charles) of 80% and above in paragraph writing does not warrant the need for a mandatory ½-unit adjunct writing class for ALL students. However, such a class would greatly benefit weaker students, such as the six who failed my own classes. Additional and individualized writing instruction would not only help them do better in their current 253 class but also build a stronger writing foundation for all their other classes to follow. Having</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English as a Second Language	ESL253_SLO_1	Demonstrate understanding and usage of level-specific grammar and vocabulary in writing.	<p>tutors in the classroom may also be beneficial, especially for instructors who do small groups and student-focused activities.</p> <p>In addition, a better synergy and/or coordination between 253 instructors and WRC tutors can be fostered and put in place. The current practice includes instructor's taking their students to WRC for an orientation on a voluntary basis, his/her encouragement for students to use WRC tutors, and an occasional meeting with a tutor assigned to a student in his/her class. While all this has been working, we can consider a more structured format that includes a general quarterly meeting where all 253 instructors and tutors can dialog with one another and the use of WRC as a mandatory requirement for the class.</p>
Dept - (LA) English as a Second Language	ESL253_SLO_2	Write well developed, single and connected narrative, descriptive, and analytical paragraphs demonstrating level specific grammar and vocabulary in response to reading materials.	Faculty felt it was important to have certain prompts among the 253 instructors to have a better understanding when passing or failing students.
Dept - (LA) English as a Second Language	ESL253_SLO_2	Write well developed, single and connected narrative, descriptive, and analytical paragraphs demonstrating level specific grammar and vocabulary in response to reading materials.	See the narrative for SLO 1.
Dept - (LA) English as a Second Language	ESL253_SLO_3	Evaluate own writing for rhetorical structure, grammatical correctness, and for clarity by means of revision and editing.	See the narrative for SLO 1.
Dept - (LA) English as a Second Language	ESL262_SLO_1	Demonstrate comprehension of literal and inferred meaning of level-specific academic reading materials and fiction.	To address the concerns stated above, the department may need to evaluate the standards for ESL 252 and make certain that students develop adequate language skills, critical thinking and analytical skills, and vocabulary knowledge before moving up ESL 262. Instructors also need better strategies to ensure that more students do their homework and choose reading materials that are more engaging.
Dept - (LA) English as a Second Language	ESL262_SLO_2	Identify and analyze organization and rhetorical modes of extended reading materials.	To address the concerns stated above, the department may need to evaluate the standards for ESL 252 and make certain that students develop adequate language skills, critical thinking and analytical skills, and vocabulary knowledge before moving up ESL 262. Instructors also need better strategies to ensure that more students do their homework and choose reading materials that are more engaging.
Dept - (LA) English as a Second Language	ESL262_SLO_4	Demonstrate understanding and usage of level-specific vocabulary in academic readings.	Because of the results described above, it is clear that we need to do more norming in the ESL Department in order to produce more consistent instruction, expectations and grading. Other helpful enhancements would be to ensure summary writing is being taught in ESL 252. (It is included in the ESL 252 course outline.) Creating a common ESL 252 summary grading rubric would be extremely useful. In addition, all the ESL 262 instructors who participated in the assessment gave their students the summary grading rubric at the beginning of the quarter which helped

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English as a Second Language	ESL262_SLO_4	Demonstrate understanding and usage of level-specific vocabulary in academic readings.	students see exactly what was expected of them. We recommend this for all classes. Giving students model A, B, C and no pass papers is equally useful. Finally, several instructors recommended offering more LinCed ESL 262-263 classes not only because the writing instruction would strengthen students' summary skills, but also because LinC classes inherently help faculty norm their grading.
Dept - (LA) English as a Second Language	ESL262_SLO_4	Demonstrate understanding and usage of level-specific vocabulary in academic readings.	One instructor commented that students need to practice using the vocabulary more. Otherwise, vocabulary logs/cards and quizzes seem to be effective methods for teaching vocabulary.
Dept - (LA) English as a Second Language	ESL263_SLO_2	Evaluate own writing for unity, coherence, clarity and development rhetorical structure and clarity to revise and edit.	Faculty discussed enhancements for ESL 263. Not all instructors were assigning same number of paragraphs. One instructor was having students write introductions and conclusions, which are not part of ESL 263 curriculum. Requirements were reinforced and faculty strongly encouraged to use the ESL 263 Department standard grading evaluation form. Form will now be posted on ESL Dept website.
Dept - (LA) English as a Second Language	ESL272_SLO_1	Demonstrate comprehension of literal and inferred meaning of fiction and nonfiction texts, and identify main and supporting ideas of expository prose.	The instructors participated in the process and all agreed it was very effective. We felt that the various perspectives of instructors who are teaching the course were shared in an open and thoughtful environment. Although overall students performed well on the assessment, some students did not have the writing skills to write an effective summary response. Faculty also discovered that ESL students do not have to take the parallel level writing class, ESL 273, when enrolled in ESL 272. The common rubric proved to be an effective measurement tool to assess student learning outcomes. Instructors for this course will use this rubric to grade students' work in order to be fair and consistent across all sections. We also found that critical thinking and summarizing/paraphrasing skills need to be taught early in the ESL sequence in order for students at this level to successfully demonstrate in writing comprehension and critical analysis of academic reading material. There was a strong consensus that summarizing/paraphrasing and critical thinking skills need to be taught early in the ESL sequence so that students can be more successful in this course, where they are required to read and respond to highly academic material. Instructors also agreed that students should complete ESL 263 before entering this course so that they will have the writing skills to summarize and paraphrase successfully.
Dept - (LA) English as a Second Language	ESL272_SLO_2	Demonstrate critical analysis and evaluation of ideas, persuasive techniques, and/or validity of argument found in readings through responsive writing.	The assessment underscored the importance of teaching summarizing, paraphrasing and critical thinking skills in our classes, and using a common rubric to evaluate our student consistently across all sections. Faculty agreed that there needs to be more in-class discussions to promote a broader and deeper analysis of the readings.
Dept - (LA) English as a Second Language	ESL272_SLO_3	Demonstrate in writing understanding and usage of academic vocabulary and language that is relatively free of	Instructors agreed that students should complete ESL 263 before entering this course so that they will have the writing skills to summarize and

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English as a Second Language	ESL272_SLO_3	basic errors.	paraphrase successfully. In fall 2010, the faculty revised the course outline for 272, so effective fall 2011 ESL 263 will be a prerequisite for ESL 272.
Dept - (LA) English as a Second Language	ESL273_SLO_1	Write well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials.	The needs of the students in any ESL class is to continue working toward English language facility, American cultural literacy, and multicultural awareness. Mindfully, keeping these goals present in creating assignments will enhance the student's learning experience and, hopefully, encourage self-motivation to go beyond the minimum requirements.
Dept - (LA) English as a Second Language	ESL274_SLO_1	Critically read, discuss, and analyze various genres and analytically respond in writing.	The reading and writing assignments will remain the same as they provide context for the grammar points covered and build on students' already-established content and cultural knowledge, thus providing ideas for extensive discussion, analysis, and critical response.
Dept - (LA) English as a Second Language	ESL274_SLO_2	Analyze and use English grammar, usage and mechanics for correctness in writing for various academic purposes.	To address the needs of correct usage, the instructor should assign more academic vocabulary homework, stress complement and other fixed forms, like adjective and verb + preposition combinations and collocations, and address semantic and usage restrictions as they arise. The content of the course, the assignments, and course evaluation procedures will remain the same.
Dept - (LA) English as a Second Language	ESL274_SLO_3	Evaluate own writing to edit and proofread effectively.	<p>The content of the course, the assignments, and course evaluation procedures will remain the same. However, the instructor should do more short proofreading activities each time a new grammar point is studied and, perhaps, reevaluate the sequencing of points covered.</p> <p>Two proposed actions arose. First, there needs to be special focus on the needs of Generation 1.5 students, some sort of component to developmental EWRT classes and/or a specific module offered in the Skills area or within the purview of tutoring in the Student Success Center</p> <p>Also what's needed is another course to follow 274, a class that builds on the work already done. With 274 as a prerequisite, a new course would cover the impact of style and offer more academic vocabulary and complex sentence structures, such as reduced adjective clauses, verbal phrases, noun phrase appositives and so on. Many students at this level believe that if their writing is error free, they are at college-level expression, but this is not the case. Much of their writing remains at the elementary level even if they incorporate subordination or adjective clauses sporadically.</p>
Dept - (LA) English as a Second Language	ESL274_SLO_3	Evaluate own writing to edit and proofread effectively.	The content of the course, the assignments, and course evaluation procedures will remain the same. However, the instructor should do more short proofreading activities each time a new grammar point is studied and, perhaps, reevaluate the sequencing of points covered.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English as a Second Language	ESL274_SLO_3	Evaluate own writing to edit and proofread effectively.	<p>Two proposed actions arose. First, there needs to be special focus on the needs of Generation 1.5 students, some sort of component to developmental EWRT classes and/or a specific module offered in the Skills area or within the purview of tutoring in the Student Success Center</p> <p>Also what's needed is another course to follow 274, a class that builds on the work already done. With 274 as a prerequisite, a new course would cover the impact of style and offer more academic vocabulary and complex sentence structures, such as reduced adjective clauses, verbal phrases, noun phrase appositives and so on. Many students at this level believe that if their writing is error free, they are at college-level expression, but this is not the case. Much of their writing remains at the elementary level even if they incorporate subordination or adjective clauses sporadically.</p>
Dept - (LA) English as a Second Language	ESL5_SLO_1	Analyze and evaluate college-level fiction & nonfiction texts.	<p>More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>
Dept - (LA) English as a Second Language	ESL5_SLO_2	Write well-developed expository and argumentative essays based on personal experience, critical responses to readings, and research materials.	<p>More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach for course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills. Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during classes. Identify students with less language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English as a Second Language	ESL5_SLO_2	Write well-developed expository and argumentative essays based on personal experience, critical responses to readings, and research materials.	lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.
Dept - (LA) English as a Second Language	ESL5_SLO_3	Apply research skills and documentation conventions in citing sources.	<p>More practices on skills of paraphrasing and synthesizing materials. Embed small bits of research-based components in each assignment. Explore a theme-based approach in course materials and assignments. Among instructors: Standardize assignments by providing models and trading assignments. For grammar points: More instruction on parallelism, noun clauses, relative clauses, and transitions. Arrange library orientations conducted by reference librarians to equip students with research skills.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>
Dept - (LA) English as a Second Language	ESL5_SLO_4	Demonstrate college-level grammar, sentence structure, and vocabulary in writing.	<p>Design assignments for analysis and synthesis of text-based materials. Students could bring personal experience and reflections to the tasks of text-based assignments. Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>To improve reading skills: Design tasks, such as journal writing to respond and reflect on the main ideas in the reading, to demonstrate their skills in interacting with texts. Explore the use of theme-based assignments, which make it easier for students to acquire skills in analysis, synthesis, and critical in-depth thinking. For example, a food-based curriculum that involves journal writing, field trips, and the reading of texts or articles that approach the topic from different aspects ranging from cultural, psychological, social, to political.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to ESL 274 or WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>
Dept - (LA) English as a Second Language	ESL6_SLO_1	Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity.	Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) English as a Second Language	ESL6_SLO_1	Develop analytical, interpretive, and integrative reading skills in readings that reflect multiple forms of diversity.	<p>quarter.</p> <p>Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>
Dept - (LA) English as a Second Language	ESL6_SLO_2	Write well developed, analytical essays based on critical readings of literary texts and research.	<p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>
Dept - (LA) English as a Second Language	ESL6_SLO_3	Demonstrate correct grammar, sentence structure, and academic vocabulary in writing.	<p>Provide opportunities for students to practice the skills of integrating academic sources. Require these skills in every assignment in a progressive manner?from one to two sources in beginning assignments to multiple works in the research paper assigned towards the end of the quarter.</p> <p>Improve reading skills by designing tasks, such as journal writing, for students to respond and reflect on the main ideas in the reading to demonstrate their skills in interacting with texts.</p> <p>Planned actions: Need smart classrooms and computer labs for Internet access and writing practices during class time. Identify students with lower language proficiency early and send them to WRC for tutors. Bring class to WRC in the first two weeks to familiarize students with their services. Use Catalyst to enhance teaching.</p>
Dept - (LA) Journalism and Mass Communication	JOUR2_SLO_1	Explain and illustrate the basic facets of communication theory.	Use a different assessment method such as a written narrative test and have students actually draw the Basic Model.
Dept - (LA) Journalism and Mass Communication	JOUR2_SLO_2	Demonstrate knowledge of the history, operation and culture of different forms of mass media.	Consider a more rigorous test or different assessment method.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) Journalism and Mass Communication	JOUR2_SLO_3	Analyze and critique the impact of mass media and the controversies and biases inherent in legal and ethical aspects of the media.	This assignment proved to be more effective than lecturing about credible sources. In the future I plan to incorporate more hands-on experiences to illustrate in a powerful way concepts we discuss in class.
Dept - (LA) Journalism and Mass Communication	JOUR21A_SLO_1	Judge and rank characteristics of a news story.	The exam shows students are grasping this particular SLO. For the next SLO assessment, I might consider using an end-of-class survey and choosing a different SLO to measure.
Dept - (LA) Journalism and Mass Communication	JOUR21A_SLO_2	Synthesize important details to create the lead for a news story.	Increase target to 85 percent. Add more instruction and practice in lead writing.
Dept - (LA) Journalism and Mass Communication	JOUR21B_SLO_1	Appraise and critique feature stories for originality, sourcing and writing style.	Add more appraise, critique and rewrite type assignments. Re-assess.
Dept - (LA) Journalism and Mass Communication	JOUR21B_SLO_2	Report and construct original multi-source feature stories including incorporating ethical principles and defending the use of sources.	Increase instruction on use of multiple, reliable sources representing more than one side of an issue. Re-assess.
Dept - (LA) Journalism and Mass Communication	JOUR21B_SLO_4	Illustrate how to present feature stories in non-print formats.	Consider creating a new class on journalistic web presentations including social media, visual and data journalism.
Dept - (LA) Journalism and Mass Communication	JOUR61A_SLO_2	Report and write news, feature and opinion pieces using appropriate sources and following ethical guidelines and journalistic conventions for student news media.	Consider adding sports to the categories. Suggest 100 percent target.
Dept - (LA) Journalism and Mass Communication	JOUR61A_SLO_3	Understand the legal and ethical aspects of aspects of student news media.	Target of 90 percent understanding of legal and ethical aspects of student news media would be reasonable.
Dept - (LA) Journalism and Mass Communication	JOUR61B_SLO_3	Understand the legal and ethical aspects of aspects of news media.	Set target of success at 100 percent, considering that students in JOUR 61b have already taken JOUR 61a
Dept - (LA) Journalism and Mass Communication	JOUR61C_SLO_3	Develop a digital portfolio of work suitable for presentation on a news organization website or broadcast.	Change SLO to make it easier to assess.
Dept - (LA) Language Arts	LART200_SLO_1	1. Students will recognize and generate effective writing at the sentence level.	Enhancement/Action: 1. To tweak the survey language to ask specifically about their confidence with grammar in the pre and post survey 2. To add a question to the survey to ask which grammar concerns they had at the beginning and which they had at the end. 3. To do a faculty focus group on how grammar is taught in their 200 classroom. 4. To offer faculty ?Best Practices Workshops? on teaching grammar to 200 level students.
Dept - (LA) Language Arts	LART200_SLO_2	2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form.	Enhancement/Action: The SLO team decided that the survey should be tweaked for the 2012-2013 school year to specifically ask about the students? paragraphing skills and whether the students felt that their paragraphs were contributing to their writing of essays.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) Language Arts	LART200_SLO_2	2. Students will demonstrate knowledge and aptitude with the writing process in order to convey focused, developed ideas in paragraph form.	The SLO team also felt that staff development was needed for EWRT 200 instructors to norm them on the terms they should be stressing in their class, as well as the connection between parts of writing e.g. sentences and paragraphs and the product of writing e.g. an essay.
Dept - (LA) Language Arts	LART200_SLO_3	3. Students will demonstrate ability through writing to approach and interact confidently with a variety of texts	We feel that the question was not specific enough to get at the students' confidence in using texts within their writing, so the department will review and potentially re-write the SLO and the course outline to better gauge the students' ability to use a variety of texts in their writing e.g. non-fiction, fiction, visual, etc. Then, re-survey the students with a more specific question
Dept - (LA) Language Arts	LART200_SLO_4	4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension.	Since the 200 portfolio was a pilot this year, we suggest that the portfolio be implemented in all sections of EWRT and READ 200 so as to continue and build on this success rate. Much like the EWRT 211 portfolio, this will ensure that more students successfully make it to ENG 1A while also maintaining department standards.
Dept - (LA) Language Arts	LART200_SLO_4	4.Students will demonstrate the ability to decide on the use of appropriate reading strategies to improve reading comprehension.	To enable the longevity of the portfolio process, we suggest that the division and the college sponsor staff development workshops on the portfolio process so as to introduce faculty to the portfolio process and ensure proper implementation.
Dept - (LA) Language Arts	LART211_SLO_1	1. Students will demonstrate a clear ability to respond critically to one's own and others' experiences and ideas in writing	Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process.
Dept - (LA) Language Arts	LART211_SLO_1	1. Students will demonstrate a clear ability to respond critically to one's own and others' experiences and ideas in writing	More well-trained tutors who can help students, particularly ESL and Generation 1.5, with the ongoing sentence-level work and usage problems.
Dept - (LA) Language Arts	LART211_SLO_3	3. Students will defend a choice of meaning of vocabulary words appropriate to context.	Due to students' success on this assessment, which we attribute to the nature of the linked Reading/Writing format, we suggest that continued work be made to grow the LinC program and increase the number of LARTS. A joint Reading and Writing retreat would also help continue to build partnerships and success between Reading and Writing.
Dept - (LA) Language Arts	LART211_SLO_3	3. Students will defend a choice of meaning of vocabulary words appropriate to context.	In the future, the Reading and Writing instructors will work to include assessments that use vocabulary chosen by students since current research shows that students better retain and comprehend words that they have chosen.
Dept - (LA) Language Arts	LART211_SLO_4	4.Students will show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in their writing.	Better and more access to computers so that have more time to revise under supervision so that they better understand writing as a recursive process.
Dept - (LA) Language Arts	LART211_SLO_4	4.Students will show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in their writing.	More connection counselors so that students can get help with the life issues that prevent their successfully completing their work for the course.
Dept - (LA) Language Arts	LART211_SLO_4	4.Students will show evidence of strong synthesis, argumentation, analysis, and/or problem-solving skills in their writing.	More connection to the EDC and DSS so that the students can take advantage of the services which can enable their success.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) Language Arts	LART211_SLO_5	5. Students will demonstrate the ability to critique and analyze readings.	Due to students' success on this assessment, which we attribute to the nature of the linked Reading/Writing format, we suggest that continued work be made to grow the LinC program and increase the number of LARTS. A joint Reading and Writing retreat would also help continue to build partnerships and success between Reading and Writing.
Dept - (LA) Language Arts	LART211_SLO_5	5. Students will demonstrate the ability to critique and analyze readings.	In the future, the Reading and Writing instructors will work to more explicitly instruct students in the difference between summary and expository writing so that they do not include attention grabbers in their summary paragraphs. We will do so providing students with example summary paragraphs from previous classes.
Dept - (LA) Reading	READ200_SLO_1	Students will decide on the use of appropriate reading strategies to improve reading comprehension.	The reading department will review their course curriculum and see if and when each teacher will start teaching reading materials that will include readings that require inferential comprehension. More time is needed for teachers to meet together to discuss this very important level and course for entering students who need the most support.
Dept - (LA) Reading	READ211_SLO_1	Students will critique readings.	We suggest that there are more opportunities for reading instructors to discuss teaching analysis, evaluation and synthesis in the classroom. We would like part time instructors to receive stipends. We also are interested in videotaping reading teachers and classes involved in critical reading and to receive neutral feedback.
Dept - (LA) Reading	READ211_SLO_1	Students will critique readings.	We will focus on analysis more in our classes and introduce and reinforce additional reading strategies (i.e., charts, graphic organizers, patterns of organization, notetaking, defending analyses, etc.)
Dept - (LA) Reading	READ211_SLO_2	Students will defend choice of meaning of vocabulary words appropriate to context.	Our SLO indicates that we need further reading instruction, i.e., supplemental instruction or an additional course offering.
Dept - (LA) Reading	READ211_SLO_2	Students will defend choice of meaning of vocabulary words appropriate to context.	We will share best practices on the teaching of vocabulary. We will seek approval on a new vocabulary (1 unit) course. We may investigate a vocabulary portfolio for Read 211 classes.
Dept - (LA) Reading	READ70_SLO_1	Students will critically analyze a text from the content-area course.	DRAFT: To revise assignments esp in the Read 200 cohort so that students scores are proportionate to the Read 211 cohort?? DRAFT: Maintain the high success rates of the Read 211 cohort.
Dept - (LA) Speech Communication	SPCH 10_SLO_1	Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical listening.	Included additional active listening and probing, feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire.
Dept - (LA) Speech Communication	SPCH 10_SLO_1	Demonstrate effective listening skills appropriate for interpersonal, group, and public speaking contexts including empathic listening, active listening, and critical	Will add more direct training/instruction/focus on improving listening skills/active listening & paraphrasing assignments/classroom discussion of assessment results.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) Speech Communication	SPCH 10_SLO_1	listening.	Will add more direct training/instruction/focus on improving listening skills/active listening & paraphrasing assignments/classroom discussion of assessment results.
Dept - (LA) Speech Communication	SPCH08_SLO_2	Use argument models appropriate to the audience and situation to advocate positions effectively and confidently in both oral and written forms.	Create a theme for the quarter (education, environment, election, equity).
Dept - (LA) Speech Communication	SPCH08_SLO_2	Use argument models appropriate to the audience and situation to advocate positions effectively and confidently in both oral and written forms.	Self/Peer review of argument cases based on evaluation criteria/rubric prior to debates/avoid top down approach.
Dept - (LA) Speech Communication	SPCH08_SLO_3	Find, evaluate and cite sources in writing and presentations using proper academic format	Peers correct each others citations for practice in outline peer review process.
Dept - (LA) Speech Communication	SPCH08_SLO_4	Demonstrate critical listening and comprehension skills.	Impromptu opportunities for cross-examination to improve critical listening and on the spot performance in formulating critical questions.
Dept - (LA) Speech Communication	SPCH08_SLO_4	Demonstrate critical listening and comprehension skills.	Impromptu opportunities for cross-examination to improve critical listening and on the spot performance in formulating critical questions.
Dept - (LA) Speech Communication	SPCH08_SLO_4	Demonstrate critical listening and comprehension skills.	Included additional active listening and probing, 360 degree feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire.
Dept - (LA) Speech Communication	SPCH09_SLO_1	Critically analyze the logic of arguments.	Engage students in the process of co-creating criteria for critical analysis (recency, bias, etc.) Model it more through instructor demonstration and instruction. Look at fallacies in research articles.
Dept - (LA) Speech Communication	SPCH09_SLO_1	Critically analyze the logic of arguments.	Faculty implemented database navigation and source citation activities to help students find, evaluate, cite, and document trustworthy sources.
Dept - (LA) Speech Communication	SPCH09_SLO_2	Write a progression of well-organized critical essays that demonstrate increasingly complex writing and critical thought.	Essay peer review.
Dept - (LA) Speech Communication	SPCH09_SLO_4	Find, evaluate and cite sources in writing and presentations using appropriate documentation format.	A Critical Thinking Survey was conducted in the Fall quarter of 2012. A pre-survey was conducted at the beginning of the quarter, and a total of 442 students responded to the online survey. A post-survey was conducted at the end of the quarter, and a total of 246 students responded to the online survey. Important highlights include: ? 57% of respondents to the Pre- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to cite sources in their writing and speaking using proper academic format, while 76% of respondents to the Post- Critical Thinking

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LA) Speech Communication	SPCH09_SLO_4	Find, evaluate and cite sources in writing and presentations using appropriate documentation format.	<p>survey “agree” or “strongly agree” that they are confident in their ability to cite sources in their writing and speaking using proper academic format.</p> <p>? 67% of respondents to the Pre- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to assess the credibility of sources, while 81% of respondents to the Post- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to assess the credibility of sources.</p> <p>? 67% of respondents to the Pre- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to critically analyze the logic of arguments, while 79% of respondents to the Post- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to critically analyze the logic of arguments.</p>
Dept - (LA) Speech Communication	SPCH09_SLO_4	Find, evaluate and cite sources in writing and presentations using appropriate documentation format.	Another pre/post assessment was conducted in week 2 of F2011 to assess student proficiency in citing sources using proper academic format. At the beginning of the quarter only 25% were proficient at citing sources. By the end of the quarter 100% were proficient.
Dept - (LA) Speech Communication	SPCH09_SLO_4	Find, evaluate and cite sources in writing and presentations using appropriate documentation format.	Faculty implemented weekly activities to help students find, evaluate, cite, and document trustworthy sources.
Dept - (LA) Speech Communication	SPCH09_SLO_4	Find, evaluate and cite sources in writing and presentations using appropriate documentation format.	scaffolding and peer review
Dept - (LA) Speech Communication	SPCH1_SLO_2	Display increasing confidence in speaking extemporaneously.	Added best practices for reducing communication apprehension including get acquainted activities, improv, group impromptus, outline peer review, and group presentations.
Dept - (LA) Speech Communication	SPCH1_SLO_2	Display increasing confidence in speaking extemporaneously.	<p>Assessment Cycle for SPCH01 hybrid class for Spring 2011 conducted by Shagun Kaur</p> <p>Pre and post communication apprehension survey ? I had concerns about the effectiveness of the data since the class size had gone from 25 to 19 by the end of the quarter.</p> <p>A follow up qualitative student self-report conducted showed that 58% of students (10) who remained in class had shown high levels of perceived communication confidence at the beginning of the quarter and these numbers had not significantly changed towards the 10th week of the quarter. In the other 40% of students (9) the perceived communication confidence numbers showed a statistically significant increase by the end of quarter.</p> <p>This data suggests strong support for our department?s initial claim that a hybrid class would primarily benefit returning or professional students the greatest.</p>
Dept - (LA) Speech	SPCH1_SLO_2	Display increasing confidence in speaking	Establish support groups in class or online, introduce more graded group

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Communication	SPCH1_SLO_2	extemporaneously.	presentations, hold a meta-cognition of anxiety where students process their levels of communication apprehension. For example, students physically find their place on a spectogram by standing from one end of the room (high anxiety) to the opposite (low anxiety) based on their levels of communication apprehension (PRCA-24). Discuss the following prompts with peers 1)why do you stand where you stand, 2)what contributes to your anxiety, 3)how does it show/manifest itself, 4)what works best to manage your anxiety (based on text reading and personal experience).
Dept - (LA) Speech Communication	SPCH1_SLO_2	Display increasing confidence in speaking extemporaneously.	I want to now have students share their AMPs and their realizations with each other so they can broaden their learnings.
Dept - (LA) Speech Communication	SPCH1_SLO_2	Display increasing confidence in speaking extemporaneously.	We were concerned with the number of respondents and did the following: (1)included PRCA-24 assessment in catalyst for easy access by faculty and students; (2)notified all full-time and adjunct faculty of the expectation to complete assessments; (3)sent e-message to all faculty re required action both at beginning (pre-assessment) and end (post-assessment) of quarter reminding faculty to administer pre- and post-assessments in all oral communication classes; (4)included slo assessment discussion as part of faculty evaluation process.
Dept - (LA) Speech Communication	SPCH1_SLO_3	Demonstrate effective listening skills.	Included additional active listening and probing, feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire.
Dept - (LA) Speech Communication	SPCH1_SLO_3	Demonstrate effective listening skills.	Will add more direct training/instruction/focus on improving listening skills/active listening & paraphrasing assignments/classroom discussion of assessment results.
Dept - (LA) Speech Communication	SPCH1_SLO_4	Find, evaluate and cite sources in writing and presentations using appropriate documentation format	<p>The Critical Thinking Survey was conducted in the Fall quarter of 2012. A pre-survey was conducted at the beginning of the quarter, and a total of 442 students responded to the online survey. A post-survey was conducted at the end of the quarter, and a total of 246 students responded to the online survey.</p> <p>Important highlights include:</p> <p>? 57% of respondents to the Pre- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to cite sources in their writing and speaking using proper academic format, while 76% of respondents to the Post- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to cite sources in their writing and speaking using proper academic format.</p> <p>? 67% of respondents to the Pre- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to assess the credibility of sources, while 81% of respondents to the Post- Critical Thinking survey “agree” or “strongly</p>

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Dept - (LA) Speech Communication	SPCH1_SLO_4	Find, evaluate and cite sources in writing and presentations using appropriate documentation format	agree” that they are confident in their ability to assess the credibility of sources. ? 67% of respondents to the Pre- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to critically analyze the logic of arguments, while 79% of respondents to the Post- Critical Thinking survey “agree” or “strongly agree” that they are confident in their ability to critically analyze the logic of arguments.
Dept - (LA) Speech Communication	SPCH10_SLO_2	Display increasing confidence in ability to use a range of speaking, listening, and collaboration skills.	I want to now have students share their AMPs and their realizations with each other so they can broaden their learnings.
Dept - (LA) Speech Communication	SPCH15_SLO_1	Demonstrate critical listening and comprehension skills.	Included additional active listening and probing, feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire.
Dept - (LA) Speech Communication	SPCH16_SLO_2	Demonstrate increasing confidence in the ability to use a range of speaking, listening, and collaboration skills in interpersonal contexts.	Faculty have share best-practices for reducing communication apprehension in interpersonal contexts at opening day meetings.
Dept - (LA) Speech Communication	SPCH16_SLO_3	Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening, and critical listening.	Included additional active listening and probing, 360 degree feedback, paraphrasing, and critical listening activities to course. Included self-assessment discussion of listening habits questionnaire.
Dept - (LA) Speech Communication	SPCH16_SLO_3	Demonstrate effective listening skills appropriate for interpersonal contexts including empathic listening, active listening, and critical listening.	Will add more direct training/instruction/focus on improving listening skills/active listening & paraphrasing assignments/classroom discussion of assessment results.
Dept - (LA) Speech Communication	SPCH70_SLO_2	Display increasing confidence in ability to apply organizational communication concepts and strategies.	Include more case studies in our teaching. Mentor faculty in case study method. Co-taught with colleague winter 2014 to model facilitative and case study approaches to teaching and learning.
Dept - (LA) Speech Communication	SPCH70_SLO_3	Critically assess the effectiveness and ethics of organizational communication through case studies, self-reflection and shared feedback.	read sample essays to students drop lowest case study response/essay score less summarizing/more critical thought/ work with ta as liaison between students and instructor
Dept - (LA) Speech Communication	SPCH70_SLO_3	Critically assess the effectiveness and ethics of organizational communication through case studies, self-reflection and shared feedback.	Use more case studies in teaching. Mentor faculty in case study teaching approach. Team taught spch 70 winter quarter to mentor faculty in facilitative and case study teaching approaches.
Dept - (LA) Speech Communication	SPCH8_SLO_1	Critically analyze the logic of arguments.	Gave more examples in class when presenting assignment and had students peer-review each other's fallacies prior to presenting.
Dept - (LRC) Library (Hybrid)	LIB1_SLO_1	Evaluate several databases and select the appropriate one to find the needed information.	Assessment tool is the final exam. The following quarter I revised assignments that corresponded to the problem areas of the exam. For instance, students consistently answered questions about newspaper editorials and website validity incorrectly. By re-working the assignments in these areas, more students answered the final exam questions correctly. I plan to continue this revision and evaluation of assignments cycle in future quarters. Enhancement (Part II):

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LRC) Library (Hybrid)	LIB1_SLO_1	Evaluate several databases and select the appropriate one to find the needed information.	Continued assistance from the De Anza College Curriculum Committee.
Dept - (LRC) Library (Hybrid)	LIB51_SLO_1	Locate and appraise unbiased information about companies	None planned.
Dept - (LRC) Library (Hybrid)	LIB53_SLO_1	Evaluate web content by examining unbiased, authoritative sites that provide reliable source material.	None planned.
Dept - (LRC) Library (Hybrid)	Library_SSLO_1	Identify and utilize the broad range of resources and services (e.g.: databases; technology; reserves, print collection, e-books, etc.) available through the library in support of class assignments and course instructional objectives	<p>Action items:</p> <p>We will survey students in library orientations separately, using a pre and post test method.</p> <p>Our list of problems that students might face did not give us enough useful information, so we need to drill down further in subsequent SSLO assessments.</p> <p>We will improve signage.</p> <p>We are constantly working on noise issues. Air quality is a tougher challenge since we do not control the HVAC system.</p> <p>We will explore more efficient marketing (e.g.-brochures)</p>
Dept - (LRC) Library (Hybrid)	Library_SSLO_2	Identify and utilize the reserves and circulation services.	<p>Reserves will be more visible on the library web site.</p> <p>We will change the term 'Reserves' to 'Course Reserves'.</p> <p>We will make bookmarks about Reserve policies. There will be an ongoing supply at the Circulation desk.</p> <p>We will outreach to divisions about Reserves.</p> <p>We will make half sheets with the Reserves information and placed them in faculty mailboxes.</p> <p>We will send an email in May 2012 to all faculty.</p> <p>During library orientations, we will let students know about Reserves.</p>
Dept - (LRC) Library (Hybrid)	Library_SSLO_3	Identify and utilize the variety of computer lab resources available through the Library. (Updated 10/19/11)	<p>Find funding to purchase new headphones that could be attached to each of the 120 computers in the library's two labs.</p> <p>Two-thirds of the respondents indicated they use online research databases in the labs. Create a new Library West Computer Lab (LWCL) home page to include information to help students understand what library resources could be useful and how to access them. The new LWCL home page would also have instruction on how to search the library's databases more effectively.</p> <p>Market the computer labs through Facebook, work with Counseling 100 instructors, market to all faculty, offer a coupon in La Voz for limited free printing, and ensure that staff development workshop for new faculty/staff would include a tour of LWCL.</p>
Dept - (LRC) Library (Hybrid)	Library_SSLO_4	Upon completing a library orientation, a. Identify and utilize a library database to find a periodical (newspaper, magazine, or journal) article appropriate to a class	<p>We will resubscribe to the Proquest National Newspapers Core database.</p> <p>We will add to our print resources in the areas of political science, economics, and country studies. We can use some of the library's laptops as a quick fix to alleviate the shortage of workstations during instructional labs. However, we need to request an expanded instructional lab for the</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (LRC) Library (Hybrid)	Library_SSLO_4	assignment. b. Use the library catalog to find a book appropriate to a class assignment.	long-term.
Dept - (LRC) Student Success Center (Hybrid)	LRNA96_SLO_1	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to plan and conduct tutoring sessions using student-centered communication strategies.	The video rubric and past results for this outcome are shared with students, who observe senior tutors practicing these skills, practice it themselves in class skits, and submit reflections on their own videos.
Dept - (LRC) Student Success Center (Hybrid)	LRNA96_SLO_1	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to plan and conduct tutoring sessions using student-centered communication strategies.	The video rubric and past results for this outcome are shared with students, who observe senior tutors practicing this skill, practice it themselves in class skits, and submit reflections on their own videos.
Dept - (LRC) Student Success Center (Hybrid)	LRNA96_SLO_2	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to apply appropriate tutoring strategies for helping students at various levels	Since 100% of students met or exceeded the standard, no enhancement is needed. Classroom and practical support for these skills will continue.
Dept - (LRC) Student Success Center (Hybrid)	LRNA96_SLO_3	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to adapt communication and tutoring practices to students from diverse backgrounds and with diverse learning styles.	Since 100% of students met or exceeded the standard, no enhancement is needed. Classroom and practical support for these skills will continue.
Dept - (LRC) Student Success Center (Hybrid)	LRNA96_SLO_4	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to demonstrate professional and ethical behavior when tutoring.	Since 100% of students met or exceeded the standard, no enhancement is needed. Classroom and practical support for these skills will continue.
Dept - (LRC) Student Success Center (Hybrid)	LRNA97_SLO_1	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to plan and conduct tutoring sessions using student-centered communication strategies.	No enhancement necessary, except perhaps training senior tutors to be a bit more critical. Will continue classroom and practical support for these skills.
Dept - (LRC) Student Success Center (Hybrid)	LRNA97_SLO_1	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to plan and conduct tutoring sessions using student-centered communication strategies.	Our video recording equipment is woefully out of date. Purchase of iPads would facilitate tutors' recording and viewing their tutoring sessions, and might enable us to compile an archive of effective tutoring practices.
Dept - (LRC) Student Success Center (Hybrid)	LRNA97_SLO_1	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to plan and conduct tutoring sessions using student-centered communication strategies.	We do plan to change the assignment instructions for the video-self assessment assignment to include specific questions aligned with the SLO's, specifically professionals and ethical and also with our PLOs regarding student use of effective learning skills.
Dept - (LRC) Student Success Center (Hybrid)	LRNA97_SLO_1	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to plan and conduct tutoring sessions using student-centered communication strategies.	We feel this SLO is being both well-addressed and accurately assessed, and supported in practice by senior tutors and the tutor support team. We plan to continue to reinforce these skills in all class sessions and in tutor orientations.
Dept - (LRC) Student Success	LRNA97_SLO_2	After completing this course, and in the context of	Since 100% of students met or exceeded the standard, no enhancement is

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Center (Hybrid)	LRNA97_SLO_2	tutoring at a designated De Anza center, student tutors will be able to apply appropriate tutoring strategies for helping students at various levels.	needed. Classroom and practical support for these skills will continue.
Dept - (LRC) Student Success Center (Hybrid)	LRNA97_SLO_2	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to apply appropriate tutoring strategies for helping students at various levels.	Since 100% of students met or exceeded the standard, no enhancement is needed. Classroom and practical support for these skills will continue.
Dept - (LRC) Student Success Center (Hybrid)	LRNA97_SLO_2	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to apply appropriate tutoring strategies for helping students at various levels.	The class session on using multi-sensory strategies is cut short in Fall due to Thanksgiving. Will rework class to add more class time for this topic, including practice demonstrations.
Dept - (LRC) Student Success Center (Hybrid)	LRNA97_SLO_3	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to adapt communication and tutoring practices to students from diverse backgrounds and with diverse learning styles.	Since 100% of students met or exceeded the standard, no enhancement is needed. Classroom and practical support for these skills will continue.
Dept - (LRC) Student Success Center (Hybrid)	LRNA97_SLO_4	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to demonstrate professional and ethical behavior when tutoring.	Since 100% of students met or exceeded the standard, no enhancement is needed. Classroom and practical support for these skills will continue.
Dept - (LRC) Student Success Center (Hybrid)	LRNA98_SLO_1	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to plan and conduct tutoring sessions using student-centered communication strategies.	While the target was met, we would prefer a higher percentage of tutors exceed this standard. Math/science tutors may need more practice making a clear plan or informal agenda, using active listening skills, providing positive feedback and encouragement, and wrapping up the session.
Dept - (LRC) Student Success Center (Hybrid)	LRNA98_SLO_2	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to apply appropriate tutoring strategies for helping students at various levels.	Student tutors in this class have learned how to ask questions to determine students' level and knowledge, pace the session appropriately, use students' class resources and monitor students' progress. Since 100% of students met or exceeded the standard, with 84% exceeding, no enhancement is needed. Classroom and practical support for these skills will continue.
Dept - (LRC) Student Success Center (Hybrid)	LRNA98_SLO_3	After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to adapt communication and tutoring practices to students from diverse backgrounds and with diverse learning styles.	While the target was met, we always want to do more in this area. We will continue to provide support and practice to help tutors understand their tutees' backgrounds and adapt approaches, including multi-sensory strategies. They ask student to demonstrate understanding.
Dept - (LRC) Student Success Center (Hybrid)	SKIL232_SLO_1	In the context of each students' individual needs, students will be able to identify their academic learning skills strengths and weaknesses	The use of Catalyst for this course has streamlined administrative tasks and resulted in higher participation in the study skill assessment, compared to the paper assessment and folders. In Fall 2013 the course was converted to online (51% online) and this has simplified reporting, compared to positive attendance. Catalyst is working very well for this course, though we will continue to improve and refine the shell.

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Dept - (LRC) Student Success Center (Hybrid)	SKIL232_SLO_1	In the context of each students' individual needs, students will be able to identify their academic learning skills strengths and weaknesses	Will continue to require online orientation that includes question requiring results of study skills inventory (http://sarc.sdes.ucf.edu/form-studyskills) Results of this inventory points students to the specific skills labs or workshops they should complete to improve areas of weakness.
Dept - (LRC) Student Success Center (Hybrid)	SKIL232_SLO_2	In the context of each students' individual needs, students will be able to apply effective study strategies to increase their success in content course.	Continue requiring online orientation with required reporting of study skills self assessment.
Dept - (LRC) Student Success Center (Hybrid)	SKIL232_SLO_3	In the context of each students' individual needs, students will be able to demonstrate improved academic performance in content course	Strong response to this question shows that students perceive that the Adjunct support course increases their grade in the content course. Future plans to corroborate this perception by comparing actual content course success rates of students who are supported by the Adjunct course versus those who are not.
Dept - (LRC) Student Success Center (Hybrid)	SKIL233_SLO_1	In the context of each students' individual needs, students will be able to identify their academic learning skills strengths and weaknesses	Will continue to require online orientation that includes question requiring results of study skills inventory (http://sarc.sdes.ucf.edu/form-studyskills) Results of this inventory points students to the specific skills labs or workshops they should complete to improve areas of weakness.
Dept - (LRC) Student Success Center (Hybrid)	SSC_SSLO_1	Within the context of each student's individual needs, students will express a more positive attitude towards the subject they are studying.	In tutor training we focus on emotional/motivational skills tutors should be using. We will share the results of these surveys with tutors so they can focus more intently on this aspect of their tutoring practice. (After analyzing results, we may create separate assessment tracks for each center.)
Dept - (LRC) Student Success Center (Hybrid)	SSC_SSLO_1	Within the context of each student's individual needs, students will express a more positive attitude towards the subject they are studying.	Interventions for MSTRC include mandatory completion of WIT Skills packet for weekly individual tutoring, and encouragement of all who use SSC to attend Skills workshops. Learning skills are a strong focus in tutor training. Results of this survey will be shared with tutors so they can better monitor their tutee's results. Need to analyze assessments of students who participate in Skills workshops.
Dept - (PE) Athletics (Hybrid)	Athletics_SSLO_1	All student-athletes will develop and file an educational plan relevant to their academic and athletic goals by the end of their first year of being involved in athletics.	Anecdotal evidence over the years has shown that coaches feel that in the Fall a number of female athletes are not served because of scheduling and sheer competition to get in the door. This issue may also exist to the large number of athletes that have been recruited for the swim and diving and track and field programs. An assessment tool to determine the actual number of students not being served will be developed.
Dept - (PE) Athletics (Hybrid)	Athletics_SSLO_1	All student-athletes will develop and file an educational plan relevant to their academic and athletic goals by the end of their first year of being involved in athletics.	No additional plans at this time
Dept - (PE) Athletics (Hybrid)	Athletics_SSLO_1	All student-athletes will develop and file an educational plan relevant to their academic and athletic goals by the end of their first year of being involved in athletics.	This system works, however, the number of athletes is increasing. The new SSSP legislation has mandated that every student completes an educational plan in order to obtain priority registration. A counselor will

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Dept - (PE) Athletics (Hybrid)	Athletics_SSLO_1	All student-athletes will develop and file an educational plan relevant to their academic and athletic goals by the end of their first year of being involved in athletics.	be assigned to our area to assist in expediting this work for our student-athlete cohort.
Dept - (PE) Athletics (Hybrid)	PE38WX_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline
Dept - (PE) Athletics (Hybrid)	PE39MX_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline
Dept - (PE) Athletics (Hybrid)	PE39WX_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or

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Dept - (PE) Athletics (Hybrid)	PE39WX_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE40X_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE42WX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE42WX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Students understand the concepts of fitness when asked. I believe that they were confused on the wording of the questions we asked. This survey needs to be done in the classroom and not online.
Dept - (PE) Athletics (Hybrid)	PE42WX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	We are in need of another classroom specifically for athletics programs to allow us to teach and break down film.
Dept - (PE) Athletics (Hybrid)	PE42WX_SLO_2	Perform the techniques, strategies, mental and physical skills of women's volleyball with an increasing degree of proficiency.	I will continue to improve on my teaching methodologies to better the success of the students. A new gymnasium is needed to attract and recruit the best possible student-athletes to De Anza College.
Dept - (PE) Athletics (Hybrid)	PE43X_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Choose healthier restaurants post race and/or pack better nutritional snacks at meets.
Dept - (PE) Athletics (Hybrid)	PE43X_SLO_2	Apply knowledge of basic fitness concepts as they apply to	Definitely create an online survey option so that results can be

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Athletics (Hybrid)	PE43X_SLO_2	health and wellness.	automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE43X_SLO_3	Perform the strategies and physical skills of cross country racing with an increasing degree of proficiency based on cross country racing results.	Go to clinics and research online the latest trends in racing strategy for the team.
Dept - (PE) Athletics (Hybrid)	PE43X_SLO_3	Perform the strategies and physical skills of cross country racing with an increasing degree of proficiency based on cross country racing results.	Spend more time on pacing practice and pack running.
Dept - (PE) Athletics (Hybrid)	PE44MX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE44MX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Athletics (Hybrid)	PE44MX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline. Anecdotal
Dept - (PE) Athletics (Hybrid)	PE44MX_SLO_2	Perform the techniques, strategies, mental and physical skills of men's basketball with an increasing degree of proficiency.	Upgrading of facilities: new gym/arena, bleachers, baskets and backboards. Funding/compensation for Assistant Coaches. Tutorial Services to ensure student-athletes have every opportunity to matriculate at consistent rates.
Dept - (PE) Athletics (Hybrid)	PE44WX_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE46X_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE46X_SLO_3	Perform the strategies and physical skills with an increasing degree of proficiency based on track and field	Utilize assistant coaches to record all splits, and attempts from all athletes.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Athletics (Hybrid)	PE46X_SLO_3	competition results.	Utilize assistant coaches to record all splits, and attempts from all athletes.
Dept - (PE) Athletics (Hybrid)	PE47MX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE47WX_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE48MX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Athletics (Hybrid)	PE48MX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Athletics (Hybrid)	PE48WX_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES11A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and fitness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES12B_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and fitness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the

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Dept - (PE) Kinesiology	KNES12B_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and fitness.	survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES12D_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and fitness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES12E_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and fitness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES15A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to

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Dept - (PE) Kinesiology	KNES15A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES15C_SLO_1	Demonstrate improvement of cardiovascular, strength and flexibility through total fitness.	My students would benefit from our department getting more equipment. We need more medicine balls, resistance bands, bosu balls and other equipment that could use some updating.
Dept - (PE) Kinesiology	KNES15C_SLO_1	Demonstrate improvement of cardiovascular, strength and flexibility through total fitness.	xxxxx
Dept - (PE) Kinesiology	KNES15E_SLO_1	Apply both aerobic and anaerobic training techniques.	More equipment would help with the success of these classes
Dept - (PE) Kinesiology	KNES15E_SLO_2	Perform physical training and demonstrate multi-phasic planning.	Our book continues to bring out new editions every year. Maybe if we had other books to more specific to classes.
Dept - (PE) Kinesiology	KNES16A_SLO_1	Demonstrates an an incresing control of skills pertaining to: cardiovascular, strength, flexibility, agility and balance.	To improve this class, we need mats, resistance bands, medicine balls, bosu, stability balls and gliding.
Dept - (PE) Kinesiology	KNES19E_SLO_1	Design and implement strength training program applying resistance principles to produce desired training effects.	Updating our equipment
Dept - (PE) Kinesiology	KNES19G_SLO_1	Perform with an increasing degree of proficiency balance, trunk strength, and stability as it pertains to core training.	I believe that if we can implement TRX trainers to our core and body sculpting classes.
Dept - (PE) Kinesiology	KNES22A_SLO_1	Assimilate proper breathing techniques to induce relaxation in life.	Ask students to practice poses and breathing techniques at home and track progress in a Journal.
Dept - (PE) Kinesiology	KNES22A_SLO_1	Assimilate proper breathing techniques to induce relaxation in life.	I will ask students to practice at home and Journal their progress weekly throughout the quarter.
Dept - (PE) Kinesiology	KNES22A_SLO_1	Assimilate proper breathing techniques to induce relaxation in life.	I will continue with the skills test because in order to assimilate proper breathing techniques, each student needs individual feedback on his/her performance. I do need to include a reflective assignment for the students to determine if the breathing techniques are inducing relaxation in life.
Dept - (PE) Kinesiology	KNES22D_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Next year some of my yoga classes will be a one unit class which will give me more time to go over in detail basic fitness concepts.
Dept - (PE) Kinesiology	KNES25A_SLO_1	Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body.	Send an electronic description of the three modes of stretching. Follow up with more short lectures and demonstrations during the last three weeks of class
Dept - (PE) Kinesiology	KNES25A_SLO_1	Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body.	Send an electronic description of the three modes of stretching. Follow up with more short lectures and demonstrations during the last three weeks of class
Dept - (PE) Kinesiology	KNES25AX_SLO_1	Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body.	We are looking forward to the installation of WiFi in many of our Gymnasiums. Our text has a supplementary electronic text with videos, "get active". The ability to share this information with students will give them additional visual input which will reinforce alignment and postures. Textbook vendors have given a demonstration and is offering us a chance

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Kinesiology	KNES25AX_SLO_1	Apply and demonstrate flexibility concepts and use of proper technique for each joint of the body.	to test the system with 10 students --for free!
Dept - (PE) Kinesiology	KNES29A_SLO_1	Demonstrate with increasing proficiency fundamental offensive and defensive skills utilized in bouting with the French foil.	Create a standard skills test sheet that the students can study prior to the exam. This would help students memorize the terms and also increase the transparency of what is expected of them.
Dept - (PE) Kinesiology	KNES29A_SLO_2	Apply knowledge of basic fitness concepts to health and fitness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES29B_SLO_1	Demonstrate with increasing proficiency the implementation of fundamental offensive and defensive skills related to bouting with the French foil.	Create a written set of instructions for intermediates. Email the instructions to them. Figure out a way to ensure that all intermediates have a partner that they are willing to work with.
Dept - (PE) Kinesiology	KNES29B_SLO_1	Demonstrate with increasing proficiency the implementation of fundamental offensive and defensive skills related to bouting with the French foil.	Spend more time with intermediates at the beginning of the quarter, describing what is expected of them at the end of the quarter. Give more time during the quarter to work with several different partners to create a mock fight.
Dept - (PE) Kinesiology	KNES29B_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES2A_SLO_1	Apply knowledge of basic fitness concepts to health and fitness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Kinesiology	KNES2A_SLO_1	Apply knowledge of basic fitness concepts to health and fitness.	(brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES2B_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and fitness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES30A_SLO_1	Perform and execute a degree of proficiency with the basic fundamental of beginning golf.	I will continue to enhance my class with new skills and drills to help with improve their skills. I will continue to further my education.
Dept - (PE) Kinesiology	KNES30A_SLO_1	Perform and execute a degree of proficiency with the basic fundamental of beginning golf.	Only do two skills per day.
Dept - (PE) Kinesiology	KNES30A_SLO_1	Perform and execute a degree of proficiency with the basic fundamental of beginning golf.	Perform skills tests at week 9. Maybe 2 per day. It was too difficult to do all these tests in two days.
Dept - (PE) Kinesiology	KNES30C_SLO_1	Perform and execute an intermediate level of fundamental skills as it pertains to the sport of golf.	Encourage students to go to golf range and give extra credit In the early part of the quarter. Then to a 9-hole course at least 2 times during the last 6 weeks of class with extra credit. Survey the students who participate in these activities to determine if they felt that their game skills and strategies have improved.
Dept - (PE) Kinesiology	KNES30C_SLO_1	Perform and execute an intermediate level of	I will continue my education on the game of golf through convention

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Kinesiology	KNES30C_SLO_1	fundamental skills as it pertains to the sport of golf.	around my area. To give my student the best knowledge of the game.
Dept - (PE) Kinesiology	KNES31A_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES31A_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Will rewrite poorly written questions and continue with the study guides and quizzes to and reassess this method of assessment.
Dept - (PE) Kinesiology	KNES31B_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Staff development activity opening days we have planned to incorporate a discussion regarding equity which includes the need for all instructors to have consistent messages regarding basic fitness concepts and about adding questions or collecting data from a possible course embedded set of standardized questions has been discussed.
Dept - (PE) Kinesiology	KNES31B_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Continue to give students a study guide for the final.
Dept - (PE) Kinesiology	KNES31B_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES31C_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Kinesiology	KNES31C_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES32A_SLO_1	Perform with increasing proficiency the skills and footwork of the game of tennis.	Decrease the number of skills tests per day.
Dept - (PE) Kinesiology	KNES32A_SLO_1	Perform with increasing proficiency the skills and footwork of the game of tennis.	Start incorporating the skills test practice sooner. Repeat instructions every day.
Dept - (PE) Kinesiology	KNES32B_SLO_1	Perform with increasing proficiency the skills and footwork of the game of tennis.	Decrease number of skills test options given per day.
Dept - (PE) Kinesiology	KNES32B_SLO_1	Perform with increasing proficiency the skills and footwork of the game of tennis.	Tried conducting the skills test at 6 weeks. Then worked on incorporating skills into game situations.
Dept - (PE) Kinesiology	KNES32C_SLO_1	Implement with increasing proficiency the skills and footwork of the game of tennis.	Separating students into skill levels for skills evaluation sessions. Find a better balance between rally drills and machine drills.
Dept - (PE) Kinesiology	KNES32D_SLO_1	Implement with increasing proficiency the skills and footwork of the game of tennis.	Plan several assessments that include incorporating a skill set into actual game play. Set parameters for game points are dependent upon incorporation of the skill set.
Dept - (PE) Kinesiology	KNES36A_SLO_3	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES37A_SLO_1	Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.	I will continue to enhance my education through attending coaching seminars.

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Dept - (PE) Kinesiology	KNES37AX_SLO_1	Perform with increased proficiency the skills, footwork, and strategies of the sport of soccer.	I will continue to enhance my education through attending coaching seminars.
Dept - (PE) Kinesiology	KNES37B_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness	I will continue to improve upon my teaching methodologies. I will consider giving other assignments.
Dept - (PE) Kinesiology	KNES37E_SLO_1	Perform with increased proficiency the skills, footwork, and strategies of the sport of indoor soccer.	I will continue to enhance my coaching techniques through coaching seminars.
Dept - (PE) Kinesiology	KNES39A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	By giving my students this exam they have gained a better understanding of basic fitness concepts so that they can continue to grow in their fitness levels.
Dept - (PE) Kinesiology	KNES39A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES39A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	I will continue to expand upon my knowledge in this area. By going to conference around this area.
Dept - (PE) Kinesiology	KNES39A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	I will continue to improve upon my teaching methods so that more of my students can successfully complete this exam.
Dept - (PE) Kinesiology	KNES39A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Review of wording of questions with a student prior to distribution. This may assist ESL students.
Dept - (PE) Kinesiology	KNES39A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Review wording of written exam with a student to increase the probability of ESL students understanding the question being asked.
Dept - (PE) Kinesiology	KNES39B_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the

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Dept - (PE) Kinesiology	KNES39B_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES39C_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES39C_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES50A_SLO_1	Demonstrate improvement of cardiovascular strength and flexibility through total fitness.	Students are engaged in the Fitness Assessments and have shown improvement in understanding of the importance of Diet and Exercise as it relates to Wellness of Health and longevity.
Dept - (PE) Kinesiology	KNES6A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and fitness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all

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Dept - (PE) Kinesiology	KNES6A_SLO_1	Apply knowledge of basic fitness concepts as they apply to health and fitness.	systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES7A_SLO_1	Implement proper techniques and choreography related to step aerobics.	I will continue to improve upon my verbal cues and knowledge so that I can increase the number of students who are proficient in the skills test.
Dept - (PE) Kinesiology	KNES7A_SLO_1	Implement proper techniques and choreography related to step aerobics.	It would be nice to have a larger gym space so that the students can spread out further. This will allow more movement and overall better fitness levels.
Dept - (PE) Kinesiology	KNES7A_SLO_1	Implement proper techniques and choreography related to step aerobics.	The skills demonstrations are effective means of encouraging students to learn and improve upon skills and step choreography.
Dept - (PE) Kinesiology	KNES7G_SLO_1	Apply knowledge of basic fitness concepts to health and fitness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	KNES7H_SLO_1	Apply knowledge of basic fitness concepts to health and fitness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts.

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Dept - (PE) Kinesiology	KNES7H_SLO_1	Apply knowledge of basic fitness concepts to health and fitness.	And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Kinesiology	PE11C,11CX_SLO_1	Ability to understand the concept of active isolated stretching and be able to apply it.	Through demonstration and constant re-enforcement of the concepts, success rate should be relatively consistent from quarter to quarter.
Dept - (PE) Kinesiology	PE26D_SLO_2	Apply knowledge of basic fitness concepts to health and fitness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32B_SLO_1	Perform defensive techniques, strategies, mental and physical skills of badminton with an increasing degree of proficiency.	Acquire a badminton training machine (shuttlecock hitting machine) to provide consistent delivery of shots at accurate intervals to provide a more standardized rubric. Acquire tablet computer & tripod to record & playback student-athlete repetitions of footwork and service -- to improve visualization and execution of skills
Dept - (PE) Physical Education	PE32B_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Physical Education	PE32B_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32F_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32G_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32H_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all

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Dept - (PE) Physical Education	PE32H_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32I_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create an online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" tally results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline
Dept - (PE) Physical Education	PE32J_SLO_1	Perform defensive techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency.	Adding an analysis of defensive skills performed during scrimmages and competitions may also add to the value of the performance of skills evaluations.
Dept - (PE) Physical Education	PE32J_SLO_1	Perform defensive techniques, strategies, mental and physical skills of water polo with an increasing degree of proficiency.	I may add a few more skills specific to the team aspect of water polo including 5 on 6 defense and front court defense.
Dept - (PE) Physical Education	PE32J_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	An essay on the fitness and nutritional concepts and how it relates to the sport of water polo may be a better means of assessment and have more of an impact on student learning.
Dept - (PE) Physical Education	PE32J_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	The exam is a useful tool for getting the students to better understand the basic fitness concepts and how they apply to their own overall health and wellness.
Dept - (PE) Physical Education	PE32J_SLO_3	Perform offensive techniques, strategies, mental and physical skills of water polo with an increased degree of proficiency.	No changes are necessary.
Dept - (PE) Physical Education	PE32J_SLO_3	Perform offensive techniques, strategies, mental and physical skills of water polo with an increased degree of proficiency.	The array of skills is a good overview for assessing offensive skills, but there can be variation depending on the skill of the goalie. I may assess these skills only with a goalie (not without) for the pre and post skills.
Dept - (PE) Physical Education	PE32K_SLO_1	Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an	A Shooting Machine that we are receiving in the near future will greatly enhance their shooting %.

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Dept - (PE) Physical Education	PE32K_SLO_1	increasing degree of proficiency.	A Shooting Machine that we are receiving in the near future will greatly enhance their shooting %.
Dept - (PE) Physical Education	PE32K_SLO_1	Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an increasing degree of proficiency.	Continue to attend conferences and seek alternate conferences that will focus on team building activities. Investigate public Speaking/community service opportunities.
Dept - (PE) Physical Education	PE32K_SLO_1	Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an increasing degree of proficiency.	I will continue to develop new and innovative ways of instructing so that 100% of my student-athletes will perform above average.
Dept - (PE) Physical Education	PE32K_SLO_1	Perform the techniques and strategies, mental and physical skills of women's and men's basketball with an increasing degree of proficiency.	Seeking funding for shooting/passing machine. (note: will fit in closets in PE 21)
Dept - (PE) Physical Education	PE32K_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Intend to review the questions for currency and relevancy since we have a new text.
Dept - (PE) Physical Education	PE32L_SLO_1	Perform the techniques, strategies, mental and physical skills of volleyball with an increasing degree of proficiency.	I will continue to improve upon my teaching and delivery so that we can get all of my students scoring above average.
Dept - (PE) Physical Education	PE32L_SLO_1	Perform the techniques, strategies, mental and physical skills of volleyball with an increasing degree of proficiency.	It would be very beneficial to have video equipment so that both the student-athletes and I could assess the skills and improve.
Dept - (PE) Physical Education	PE32L_SLO_1	Perform the techniques, strategies, mental and physical skills of volleyball with an increasing degree of proficiency.	This class is supposed to be for the De Anza College Women's Volleyball team players to get better in the off-season to help them progress in their volleyball skills. Having other students in this class is a safety concern as well as a disservice to the volleyball program at De Anza. The facility (PE 21 - Main gym) needs to be upgraded, the floors, bleachers, ceiling, walls, volleyball net system, etc. This facility has not been upgraded for over 10 years at least.
Dept - (PE) Physical Education	PE32L_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	I will continue to improve upon my teaching and delivery so that 90-100% of my student-athletes can score a "C" or better.
Dept - (PE) Physical Education	PE32L_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	We, as a department will continue to work together to ensure the best methods of delivering key physical fitness, nutrition, and basic health concepts to our students. Every year we will make sure that the tests and information that we submit to our students is current and up to date.
Dept - (PE) Physical Education	PE32M_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for

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Dept - (PE) Physical Education	PE32M_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32N_SLO_1	Perform defensive techniques, strategies, mental and physical skills of track and field with an increasing degree of proficiency.	I am going to look for a better physical measuring tool for future vertical jump.
Dept - (PE) Physical Education	PE32N_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32P_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	Incorporate short lectures about concepts once a week
Dept - (PE) Physical Education	PE32S_SLO_1	Perform defensive techniques, strategies, mental and physical skills of soccer with an increasing degree of proficiency.	I will continue to enhance my education through Soccer coaching courses through the year.
Dept - (PE) Physical Education	PE32S_SLO_1	Perform defensive techniques, strategies, mental and physical skills of soccer with an increasing degree of proficiency.	I will continue to improve upon players individual techniques by including more activities that address the deficiencies.
Dept - (PE) Physical Education	PE32S_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or

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Dept - (PE) Physical Education	PE32S_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32S_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	I will continue to improve there flexibility through the use of roam rollers.
Dept - (PE) Physical Education	PE32T_SLO_2	Apply knowledge of basic fitness concepts as they apply to health an wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32W_SLO_1	Perform the techniques, strategies, mental and physical skills of softball with an increasing degree of proficiency.	I need more conditioning equipment (Medicine balls, box jumps, resistance bands and TRX trainers) along with softball equipment (bats, balls, buckets, gloves, fundamental gloves) to help my athletes to achieve better success.
Dept - (PE) Physical Education	PE32W_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50 (brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PE) Physical Education	PE32W_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Have a new book that applies to athletics and sport conditioning.
Dept - (PE) Physical Education	PE4XX_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Definitely create on online survey option so that results can be automatically derived. If instructors use a scantron make sure that the 50

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PE) Physical Education	PE4XX_SLO_2	Apply knowledge of basic fitness concepts as they apply to health and wellness.	(brown) question sheet is used not the half sheet; OR the blue sheet that is used for student evaluations so that scantron results can be derived using the "Scantron" talley results sheet, form 9870. DOUBLE CHECK all systems before handing the surveys out to make sure that data can be collected!!!! The division equity committee is planning a staff development activity for opening days, Fall, 14. We have planned to incorporate a discussion regarding equity that includes the need for all instructors to have consistent messages regarding basic fitness concepts. And since there were only 6 questions about fitness concepts on the survey discussion we can discuss adding questions to the survey or collecting data from a standardized course embedded set of questions for final examinations. Implementation of these ideas may increase student success relative to grasping core concepts in our discipline.
Dept - (PSME) Astronomy	ASTR10_SLO_1	Appraise the benefits to society of astronomical research concerning stars and stellar systems.	A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron.
Dept - (PSME) Astronomy	ASTR10_SLO_2	Evaluate the impact on Earth's characteristics of the evolution of stars and stellar systems.	<p>That this one question on one midterm missed the target for success by 2% is not of concern, primarily because it is in line with the percentage of success with all the other questions on similar exam questions in this instructor's testing format for midterms and the final success rates in courses for this instructor are not significantly different from everyone else in the department. The percentage success on this question is a manifestation more of a difference in testing style than a difference in teaching/learning effectiveness.</p> <p>A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron.</p>
Dept - (PSME) Astronomy	ASTR10_SLO_3	Evaluate astronomical news items or theories about stellar astronomy based upon the scientific method.	A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron.
Dept - (PSME) Astronomy	ASTR15L_SLO_1	Evaluate claims about the nature of the physical universe	Data will continue to be gathered as more sections of this new course are

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Astronomy	ASTR15L_SLO_1	using the scientific method of hypothesis testing.	taught. At present, the data are too sparse to base any significant changes on.
Dept - (PSME) Astronomy	ASTR15L_SLO_2	Compare and contrast the histories of solar-system bodies (e.g. moons, planets, asteroids, comets, meteorites) by integrating data from spacecraft and Earth-based observatories.	Data will continue to be gathered as more sections of this new course are taught. At present, the data are too sparse to base any significant changes on.
Dept - (PSME) Astronomy	ASTR4_SLO_1	Appraise the benefits to society of planetary research and exploration.	A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron.
Dept - (PSME) Astronomy	ASTR4_SLO_2	Compare and contrast the development of planetary systems and of the major planet types, including those factors that have led to Earth's unique characteristics.	A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron.
Dept - (PSME) Astronomy	ASTR4_SLO_3	Evaluate astronomical news items or theories concerning solar system astronomy based upon the scientific method.	A more uniform protocol for gathering data will be formulated by the department, in which data will be gathered at the same time in the quarter (probably final exams) and differences in testing styles will be accommodated in a way that produces results that can legitimately be compared to one another. The latter will be helped significantly when and if functioning software is installed for the PSM&E Division's new Insight 4es test sheet scanner from Scantron.
Dept - (PSME) Chemistry	CHEM10_SLO_1	Acquire a fundamental understanding of what information is presented in the periodic table of the elements.	Change outcome statement and re-evaluate the outcome.
Dept - (PSME) Chemistry	CHEM10_SLO_2	Evaluate the relationship between molecular structure and chemical properties of compounds.	Change outcome statement and re-evaluate. New outcome to be assessed: Demonstrate a fundamental understanding of the octet rule in predicting how elements combine to form chemical compounds
Dept - (PSME) Chemistry	CHEM12A_SLO_1	Predict the product of a chemical reaction.	A detailed action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM12A_SLO_2	Apply principles of thermodynamics, kinetics, and equilibrium to organic reaction systems.	A detailed action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM12A_SLO_3	Generate logical stepwise reaction mechanisms.	A detailed action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM12A_SLO_4	Construct molecular structure from spectroscopic data.	One major shortcoming of our assessment is that we were unable to obtain any information regarding the student learning in the laboratory, which is a significant component of this class (25-30% of the overall student grade). However, we have proposed to assess the laboratories during our program level assessments.
Dept - (PSME) Chemistry	CHEM12B_SLO_1	Apply molecular orbital theory to predict the outcome of	A detailed action plan is provided at the end of the final outcome.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Chemistry	CHEM12B_SLO_1	selected chemical reactions.	A detailed action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM12B_SLO_2	Apply resonance theory to predict the major and minor products of chemical reactions.	A detailed action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM12B_SLO_3	Generate logical multi-step syntheses of increasingly complex molecules.	A detailed reflection is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM12B_SLO_4	Construct logical stepwise reaction mechanisms for increasingly complex chemical systems.	Action plan is currently pending.
Dept - (PSME) Chemistry	CHEM12C_SLO_1	Apply the principles of thermodynamics, kinetics, equilibrium to biologically important molecules.	Reassess this outcome during the Spring 2014 quarter to track progress and allow a comparison between the regular and summer sessions.
Dept - (PSME) Chemistry	CHEM12C_SLO_2	Conduct spectroscopic analysis and identify structures of biologically important molecules.	Reassess this outcome during the Spring 2014 quarter to track progress and allow a comparison between the regular and summer sessions.
Dept - (PSME) Chemistry	CHEM12C_SLO_3	Generate stepwise reaction mechanisms of biologically important molecules.	Reassess this outcome during the Spring 2014 quarter to track progress and allow a comparison between the regular and summer sessions.
Dept - (PSME) Chemistry	CHEM12C_SLO_4	Design logical syntheses and structural modifications of biologically important molecules.	Reassess this outcome during the Spring 2014 quarter to track progress and allow a comparison between the regular and summer sessions.
Dept - (PSME) Chemistry	CHEM1A_SLO_1	Identify and explain trends in the periodic table.	A consolidated enhancement plan is provided in outcome # 3
Dept - (PSME) Chemistry	CHEM1A_SLO_2	Construct balanced reaction equations and illustrate principles of stoichiometry.	A consolidated reflection statement is provided at the end of outcome # 3
Dept - (PSME) Chemistry	CHEM1A_SLO_3	Apply the first law of thermodynamics to chemical reactions.	This data is from a relatively small sample size (one group of 25 students during the summer quarter). In order to have a more comprehensive assessment of the learning outcomes, we plan to evaluate the outcomes in more sections. Also, the current assessment only evaluated the lecture component of the class. This class has a laboratory component, which is weighted, at 25% -30% of the student's total performance in the class. In a future term, we plan to evaluate and assess the outcomes in the laboratory as well.
Dept - (PSME) Chemistry	CHEM1B_SLO_1	Demonstrate a knowledge of intermolecular forces.	A consolidated action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM1B_SLO_2	Evaluate the principles of molecular kinetics.	A comprehensive action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM1B_SLO_3	Apply principles of chemical equilibrium to chemical reactions.	A comprehensive action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM1B_SLO_4	Apply the second and third laws of thermodynamics to chemical reactions.	In the next round of assessment, we will evaluate the outcomes in the laboratory program. This class also serves as a model for the kinds of developmental activities that we should engage in, in our other chemistry classes.
Dept - (PSME) Chemistry	CHEM1C_SLO_1	Apply the principles of equilibrium and thermodynamics to electrochemical systems.	The department will examine a realignment of topics in the entire general chemistry sequence to provide more time for discussions of more complex topics.
Dept - (PSME) Chemistry	CHEM1C_SLO_2	Apply the principles of transition metal chemistry to predict outcomes of chemical reactions and physical properties.	The department will consider incorporating laboratory topics to illustrate the principles being discussed here. Future assessments could probably be conducted in the laboratory.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Chemistry	CHEM1C_SLO_3	Evaluate isotopic decay pathways.	At this time no major action plan is recommended.
Dept - (PSME) Chemistry	CHEM30A_SLO_1	Solve stoichiometric problems by applying appropriate molar relationships.	A detailed action plan is at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM30A_SLO_2	Predict the behavior of ideal gasses using Kinetic Molecular Theory.	A detailed action plan is at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM30A_SLO_3	Apply acid-base chemical principles to biological processes.	The success rate in this class could be enhanced by improving the lab curriculum. Following this assessment, the lab curriculum for these two classes are undergoing a major revision. The outcomes must be re-evaluated in two-three years to determine the effect of the revised curriculum.
Dept - (PSME) Chemistry	CHEM30B_SLO_1	Differentiate the general reactions of the principle organic functional groups.	Detailed action plan is provided at the end of the final outcome.
Dept - (PSME) Chemistry	CHEM30B_SLO_2	Evaluate the major classes of biological compounds from a chemical perspective.	To further improve the learning in these two classes, perhaps more emphasis must be placed in the lectures on applications related to the topics being discussed. As mentioned in the earlier action-plan (for CHEM 30A) a new laboratory manual is being developed for these two classes and the classes must then be re-assessed to evaluate the success of the new laboratory manual.
Dept - (PSME) Chemistry	CHEM50_SLO_1	Assess the fundamental concepts of modern atomic and molecular theory.	A detailed action plan is provided at the end of final outcome.
Dept - (PSME) Chemistry	CHEM50_SLO_2	Evaluate the standard classes of chemical reactions.	A detailed action plan is provided at the end of final outcome.
Dept - (PSME) Chemistry	CHEM50_SLO_3	Demonstrate a fundamental understanding of mathematical concepts pertaining to chemical experimentation and calculations.	<p>The proposals in the reflection statement will require considerable additional resources, which we currently lack. While the tutorial center provides students with an opportunity for drop-in tutoring; the number of tutors available is a small number compared to the total number of students enrolled in this class. Additionally, the tutorial center is not equipped to provide students with guidance regarding study skills, or strategies for being successful in chemistry (and sciences in general).</p> <p>Based on our assessment of a different chemistry class (Chem 1B) in which the lecture and laboratory are extremely well coordinated, we concluded that laboratory experiences that closely parallel material discussed in the lecture is essential for students to be successful in chemistry. The limiting factor in having a highly challenging and exceptional laboratory program is primarily due to limitations in resources. Specifically, the staffing situation in our laboratories is sub-par; we have one staff member undertaking the responsibilities of three entirely different positions (stockroom manager, hazardous waste manager, laboratory coordinator). Changes to our laboratory curriculum involve a great deal of planning: developing new laboratory experiments, ordering required chemicals and other supplies, writing a new laboratory manual, creating waste labels, organizing different necessary equipment, training student workers in appropriate laboratory preparations, just to name a few. All of these tasks require</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Chemistry	CHEM50_SLO_3	Demonstrate a fundamental understanding of mathematical concepts pertaining to chemical experimentation and calculations.	<p>large investments of time from both the faculty and the single stockroom full-time personnel. While the faculty may be able to develop new and interesting laboratory experiments, it is impossible to implement these without complete synergy with the (lone) stockroom personnel.</p> <p>Students will greatly benefit from a richer laboratory experience, and this is likely to lead to a much improved accomplishment and success of the learning outcomes. However, due to limitations in resources such projects are currently purely theoretical concepts.</p>
Dept - (PSME) Geology	GEOL10_SLO_1	Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	<p>Enhancement / Action:</p> <p>This is a generalized Action plan for Enhancement of student success in the Student Learning Outcomes for Geology 10. It is based on SLOAC results for one year of SLO 1 (2010-2011) and one year of SLO 2 (2011-2012).</p> <p>Averaged over two school years and both SLOs, a broad pattern exists for student performance on a typical 4-item multiple-choice question from an in-class exam: About 60 percent of the students choose the correct response, with the remainder of the chosen responses distributed pretty evenly between the three incorrect choices. This performance level thus represents a 'baseline' from which improvements can be sought.</p> <p>Examples of low and high success rates on SLO-assessment embedded questions can be drawn from a number of different parts of the 'parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult 'memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be 'kept straight', additional pedagogical emphasis is needed.</p> <p>Students in Geology 10 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.</p> <p>Specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of 'peer instruction'. Pioneered by instructors like Eric</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Geology	GEOL10_SLO_1	Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	<p>Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as `think-pair-share' exercises, and the use of Personal Response System (`clickers'). Research by instructors like Mazur at Harvard, and a number of instructors in Geology and Astronomy at several universities, have demonstrated (through research and data) that peer-instruction methods can significantly enhance student understanding of material.</p> <p>The Geology department has already done research on these methods, and has made preliminary efforts to experiment with them. For example, in-class experiments have been done in Geology 10 to try and use the PSME Division's set of clickers in class. Thus far, these experiments have mostly involved trying to work out the *logistical* details of implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-class tools like clickers, this would be a difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. New ways of implementing this technology, in which the students do not buy or own their own clickers, are in the process of development.</p> <p>While technology like `clickers' is only one example of peer-based instruction, it is generally hoped that experiments with peer instruction and related pedagogy can lead to greater student success in the learning outcomes for Geology 10. Experiments with these methods over the next few years will hopefully yield data that can be compared with the 2010-2011 and 2011-2012 cycles for SLO 1 and SLO 2.</p>
Dept - (PSME) Geology	GEOL10_SLO_1	Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	<p>This is a generalized Action plan for Enhancement of student success in the Student Learning Outcomes for Geology 10. It is based on SLOAC results for one year of SLO 1 (2010-2011) and one year of SLO 2 (2011-2012).</p> <p>Averaged over two school years and both SLOs, a broad pattern exists for student performance on a typical 4-item multiple-choice question from an in-class exam: About 60 percent of the students choose the correct response, with the remainder of the chosen responses distributed pretty evenly between the three incorrect choices. This performance level thus represents a `baseline' from which improvements can be sought.</p> <p>Examples of low and high success rates on SLO-assessment embedded</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Geology	GEOL10_SLO_1	Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	<p>questions can be drawn from a number of different parts of the 'parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult 'memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be 'kept straight', additional pedagogical emphasis is needed.</p> <p>Students in Geology 10 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.</p> <p>Specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of 'peer instruction'. Pioneered by instructors like Eric Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as 'think-pair-share' exercises, and the use of Personal Response System ('clickers'). Research by instructors like Mazur at Harvard, and a number of instructors in Geology and Astronomy at several universities, have demonstrated (through research and data) that peer-instruction methods can significantly enhance student understanding of material.</p> <p>The Geology department has already done research on these methods, and has made preliminary efforts to experiment with them. For example, in-class experiments have been done in Geology 10 to try and use the PSME Division's set of clickers in class. Thus far, these experiments have mostly involved trying to work out the *logistical* details of implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-class tools like clickers, this would be a difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. New ways of implementing this technology, in which the students do not buy or own their own clickers, are in the process of development.</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Geology	GEOL10_SLO_1	Apply the principles of scientific methodology to evaluate hypotheses on how the earth works as an integrated system.	While technology like `clickers' is only one example of peer-based instruction, it is generally hoped that experiments with peer instruction and related pedagogy can lead to greater student success in the learning outcomes for Geology 10. Experiments with these methods over the next few years will hopefully yield data that can be compared with the 2010-2011 and 2011-2012 cycles for SLO 1 and SLO 2.
Dept - (PSME) Geology	GEOL10_SLO_2	Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	<p>Enhancement / Action:</p> <p>This is a generalized Action plan for Enhancement of student success in the Student Learning Outcomes for Geology 10. It is based on SLOAC results for one year of SLO 1 (2010-2011) and one year of SLO 2 (2011-2012).</p> <p>Averaged over two school years and both SLOs, a broad pattern exists for student performance on a typical 4-item multiple-choice question from an in-class exam: About 60 percent of the students choose the correct response, with the remainder of the chosen responses distributed pretty evenly between the three incorrect choices. This performance level thus represents a `baseline' from which improvements can be sought.</p> <p>Examples of low and high success rates on SLO-assessment embedded questions can be drawn from a number of different parts of the `parameter space' represented by the overall pool of assessed questions. In some cases, students will succeed at an SLO by remembering key facts or data that they need in order to assess a hypothesis or track or predict some change in the Earth system. In other cases, the key facts are remembered less well, resulting in a lower success rate on the SLO. To the extent that this is correlated with subject matter, the most difficult `memory challenges' occur in the most complex subjects covered in Geology 10, particularly the subject of plate tectonics. This suggests that where the material involves a large number of details that have to be `kept straight', additional pedagogical emphasis is needed.</p> <p>Students in Geology 10 face other challenges as well, such as interpreting visual cues from drawings, or visualizing scenarios described to them in words. This suggests that additional pedagogical emphasis may be needed for all forms of visualization and visual pattern recognition.</p> <p>Specific pedagogical actions can be undertaken to try and increase success rates on SLOs. The most attractive set of new teaching methods falls under the heading of `peer instruction'. Pioneered by instructors like Eric Mazur, a physics professor at Harvard, they involve students attempting to answer conceptual questions about the material, and then attempting to explain their answers to each other. Peer-instruction methods can take many forms, such as `think-pair-share' exercises, and the use of Personal</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Geology	GEOL10_SLO_2	Use data and observations to track and predict changes in the Earth system resulting from dynamic Earth Processes.	<p>Response System ('clickers'). Research by instructors like Mazur at Harvard, and a number of instructors in Geology and Astronomy at several universities, have demonstrated (through research and data) that peer-instruction methods can significantly enhance student understanding of material.</p> <p>The Geology department has already done research on these methods, and has made preliminary efforts to experiment with them. For example, in-class experiments have been done in Geology 10 to try and use the PSME Division's set of clickers in class. Thus far, these experiments have mostly involved trying to work out the *logistical* details of implementing systems like those used at other schools. Given the fact that De Anza College does not have graduate teaching assistants or other resources, such as a 4-year school might have, the implementation of peer-instruction methods can be difficult. Additionally, whereas a 4-year school might easily be able to ask its students to buy in-class tools like clickers, this would be a difficult thing to ask of our students. Thus, it has been necessary to experiment with the rather basic set of clickers available in the PSME Division. New ways of implementing this technology, in which the students do not buy or own their own clickers, are in the process of development.</p> <p>While technology like 'clickers' is only one example of peer-based instruction, it is generally hoped that experiments with peer instruction and related pedagogy can lead to greater student success in the learning outcomes for Geology 10. Experiments with these methods over the next few years will hopefully yield data that can be compared with the 2010-2011 and 2011-2012 cycles for SLO 1 and SLO 2.</p>
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	A greater focus on appropriate notation in lecture and homework will be implemented.
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	Add additional data sets to the lab.
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	change data for next quarter
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to	Continue stressing the numerical relationship between parameters and

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH10_SLO_1	draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	statistics.
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	Continue to keep the data fresh and monitor the results of this successful lab.
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	I will be reviewing additional examples using two-way contingency tables
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	In the future, I will continue to give students the grading rubric for the project ahead of time, and I will also continue to post a past example of an A project. Both of these seemed to really help students – the projects for this class were probably the best I have ever gotten for consistency of quality. To help students with the outlier portion of the project, I will make sure that I do additional examples of calculating outliers using the two methods we discussed prior to assigning the project.
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	In the future, I will continue to give students the grading rubric for the project ahead of time, and I will also continue to post a past example of an A project. Both of these seemed to really help students. I am also pleased that the enhancement regarding outlier calculations was effective. To help students with going over their work, next time I will be more careful to go from group to group and see if they would like me to check over the work they had done.
Dept - (PSME) Mathematics	MATH10_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	Increase the challenge of this part of the project.
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	: I was very happy with the results of the lab. Next time, I will emphasize the Law of Large Numbers more in my lectures.
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	: I was very happy with the results of the lab. Next time, I will emphasize the Law of Large Numbers more in my lectures. In the Central Limit Theorem Lab, I will emphasize how to write the distribution for averages when we discuss the instructions for the lab.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	Add additional random variables to simulate, including empirical data derived pdfs
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	Although I was very happy that the majority of the class had done very well on this lab, I was very concerned that so many students (9 students) had not completed the lab and, thus, received low scores on the lab. In the future, I will make sure that I am more attentive to all of the groups and check that they actively working on the lab and on track to complete it in the time allotted.
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	Continue to stress graphical interpretations of confidence intervals.
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	For Winter 2013, more practice on interpreting probability notation will be included
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	Future evaluation of a different area of this SLO
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	Improve instructions for lab and give a clearer example of the process.
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	Next time, I will carefully go over the instructions in class and point out areas where students mis-understood what to do, In addition, I will re-write parts of the activity to rewrite and highlight instructions students have had trouble understanding.
Dept - (PSME) Mathematics	MATH10_SLO_2	Identify, evaluate, interpret and describe data distributions through the study of sampling distributions and probability theory.	Try using an exponential distribution next time.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	: Next year, when I teach Math 10, I will continue to give the students more examples of possible topics and also give them examples of some means tests they could do. I will also encourage them to consult with me about writing their summaries.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	Add different examples using data from current events.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	Add discovery learning and productive persistence to other activities.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures,	AI will provide additional examples of written interpretations to students.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH10_SLO_3	and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	Also, I will require students to write more sentences to interpret results both in class and in homework assignments.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	Development examples and exercises that help students understand the difference between dependent and independent sampling.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	For future classes, I should spend more time emphasizing what goes into writing a correct conclusion and tying it back to the original question posed.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	More guided practice will be included to aid the students in being able to find the appropriate work to complete.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	More time spent on design and conclusions of hypothesis testing
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	Next year, when I teach Math 10, I will continue to give the students more examples of possible topics and also give them examples of some means tests they could do. I will also encourage them to consult with me about writing their summaries. I will also try to look at their summaries before the due date so that I can give feedback.
Dept - (PSME) Mathematics	MATH10_SLO_3	Collect data, interpret, compose and defend conjectures, and communicate the results of random data using statistical analyses such as interval and point estimates, hypothesis tests, and regression analysis.	Next year, when I teach Math 10, I will give the students more examples of possible topics and also give them examples of some means tests they could do. I will also give them more guidance about writing their summaries.
Dept - (PSME) Mathematics	MATH11_SLO_1	Identify, evaluate, and utilize appropriate linear and probability optimization models and communicate results.	I will provide more examples for interpretation of results and have them write in full sentences description of results both in class, in homework, and in tests.
Dept - (PSME) Mathematics	MATH11_SLO_1	Identify, evaluate, and utilize appropriate linear and probability optimization models and communicate results.	I may have to first provide some written questions whereby students have to read through the problem to discern the various information given in the problem, then have the students solve the problem. i.e., a set of questions requiring some short-answer phrase or statement that indicates the student is reading and interpreting the question correctly, before the student attempts the mathematics to solve the problem.
Dept - (PSME) Mathematics	MATH11_SLO_1	Identify, evaluate, and utilize appropriate linear and probability optimization models and communicate results.	I may need to first break down a problem into a series of questions that ask students to discern the various pieces of information the problem presents, before they go directly into solving the problem.
Dept - (PSME) Mathematics	MATH11_SLO_1	Identify, evaluate, and utilize appropriate linear and probability optimization models and communicate results.	We will practice more drill as well as application problems. I will not only have them double their efforts in solving more problems, but have them explain in full sentences description of their results.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH11_SLO_1	Identify, evaluate, and utilize appropriate linear and probability optimization models and communicate results.	
Dept - (PSME) Mathematics	MATH11_SLO_2	Compare, evaluate, judge, make informed decisions, and communicate results about various financial opportunities by applying the mathematical concepts and principles of the time value of money.	I have not used interpretative types of questions on this exam, where students have to write a sentence or two of explanation and interpretation of results. I will find a way to incorporate such questions in future exams.
Dept - (PSME) Mathematics	MATH11_SLO_2	Compare, evaluate, judge, make informed decisions, and communicate results about various financial opportunities by applying the mathematical concepts and principles of the time value of money.	I will provide more examples for interpretation of results and have them write in full sentences description of results both in class and homework.
Dept - (PSME) Mathematics	MATH11_SLO_2	Compare, evaluate, judge, make informed decisions, and communicate results about various financial opportunities by applying the mathematical concepts and principles of the time value of money.	I will try to choose problems and examples that better illustrate the ideas and concepts involved, and have my students spend more time understanding and explaining financial situations. I will put more emphasis in having them a) describe in their own words each situation, and b) after computing the answers explain their results.
Dept - (PSME) Mathematics	MATH114_SLO_1	Evaluate real-world situations and distinguish between and apply exponential, logarithmic, rational, and discrete function models appropriately.	Change the wording of the problem to make the meaning more explicit. Provide a graphic of the state of California that includes the relative locations for all three cities referenced in the problem.
Dept - (PSME) Mathematics	MATH114_SLO_1	Evaluate real-world situations and distinguish between and apply exponential, logarithmic, rational, and discrete function models appropriately.	Course assignment encouraged students to take in charge in learning. Exams measured well what they learned. There were students registered for the classes, but hardly bothered to come to class and to do homework, which lowered the class average.
Dept - (PSME) Mathematics	MATH114_SLO_2	Analyze, interpret, and communicate results of exponential, logarithmic, rational, and discrete models in a logical manner from four points of view - visual, formula, numerical, and written.	Course assignment encouraged students to take in charge in learning. Exams measured well what they learned. There were students registered for the classes, but hardly bothered to come to class and to do homework, which lowered the class average.
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	: In the future, I will give students more opportunities to analyze graphs of functions and identify limits, discontinuities and derivatives from the graphs. These exercises were discussed this quarter, but perhaps an additional group assignment would help.
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	Enhancement/Action: I will continue to emphasize that the meaning of 0/0 in the context of limits. I will also continue to review algebraic skills. I did a little of this review, but I think I could do more on a daily basis. For the proof problems, I am going to try another approach to the epsilon delta proof, that perhaps students will understand better. Calculating derivatives is a skill that students need to build up. Some students catch on quickly, others need more time. By the end of the quarter, most students had improved in their derivative-taking skills.
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	Enhancement/Action: Next time I teach this course, I will try to enhance my review of prerequisite material. I have increased the material that I review at the beginning of the quarter, and I try to review prerequisite material as problems come up that require a certain technique or

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	concept. But in the future, I will try to do this more. I have suggested that students sign up to tutor students in lower classes as a way of reviewing this material themselves, and a few students have done this.
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	I have found that students are weak on the names of functions and their domains. In the future, I will emphasize this more in the beginning review materials. Also, I will try to make sure students have more practice in simplifying difference quotients involving roots and rational functions. Finally, I will do more problems that have nested composite functions. There is usually an activity that I do with the class that addresses this, but due to time constraints this quarter, I did not do the activity. I will not do that again.
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	In the future, I will give students an assessment and review of the most common algebra skills they will need for calculus at the beginning of the class to prepare them for the algebra skills they will need in the problems for calculus
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	Next time I teach this course, I will emphasize finding asymptotes more. I will also include a question using the Intermediate Value Theorem on one of the quizzes prior to the exam. Calculating derivatives is a skill that students need to build up. I will continue to give practice on using the chain rule in combination with other rules. The graphing question that students had difficulty with is one that perhaps I will delay until we have examined graphs in more detail.
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	Will grade students in the spring on the same 3 questions for comparison.
Dept - (PSME) Mathematics	MATH1A_SLO_1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision.	Will grade students on the same 3 problems in the winter for comparison.
Dept - (PSME) Mathematics	MATH1A_SLO_2	Evaluate the behavior of graphs in the context of limits, continuity and differentiability.	Enhancement/Action: Limits: In the future, I will try to give students more opportunity in class time to look at such problems. I can then ask students to see me in my office hour if they need more help. Graph Behavior: In the future, I will do more algebra review with the class to build up their skills.
Dept - (PSME) Mathematics	MATH1A_SLO_2	Evaluate the behavior of graphs in the context of limits, continuity and differentiability.	In the future I will given more problems such as the one from quiz 7, in which they do not have the formula for the function to fall back on, but only have information about the derivative. I gave a few in a slightly different format, but I will design a worksheet give them more practice.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH1A_SLO_2	Evaluate the behavior of graphs in the context of limits, continuity and differentiability.	<p>Limits and continuity: In the future, I will try to give students more opportunity in class time to look at such problems.</p> <p>Graph Behavior: I did give the students a similar problem and we discussed it after they had worked on it in groups. I think many in the class did better than in the past. I will continue to discuss similar problems.</p> <p>Graph Behavior: I think that students just need to have time to absorb some of the concepts. I was happy that the students, for the most part did better on the exam when presented with a somewhat harder graphing question, and were able to correctly interpret the information given by the derivative and 2nd derivative. In the future, I will continue to give at least two opportunities to students to grapple with this type of problem.</p>
Dept - (PSME) Mathematics	MATH1A_SLO_2	Evaluate the behavior of graphs in the context of limits, continuity and differentiability.	<p>Limits and continuity: In the future, I will try to give students more opportunity in class time to look at such problems. I can then ask students to see me in my office hour if they need more help.</p> <p>Graph Behavior: Students find these types of questions a challenge, but it does force them to rely solely on the information given by the derivatives. In the future, I will give more practice with this type of problem.</p>
Dept - (PSME) Mathematics	MATH1A_SLO_2	Evaluate the behavior of graphs in the context of limits, continuity and differentiability.	<p>Limits and continuity: In the future, I will try to give students more opportunity in class time to look at such problems. I can then ask students to see me in my office hour if they need more help.</p> <p>Graph Behavior: Students find these types of questions a challenge, but it does force them to rely solely on the information given by the derivatives. In the future, I will give more practice with this type of problem. I will continue to review algebraic skills with my students.</p>
Dept - (PSME) Mathematics	MATH1A_SLO_2	Evaluate the behavior of graphs in the context of limits, continuity and differentiability.	<p>Next time I teach this course, I am going to cover topics in a slightly different order that may help with the confusion around the Second Derivative test. I will also be more careful about bringing the Second Derivative Test as supporting evidence when discussing local extrema. As far as the distinction between a function being undefined and its derivatives being undefined, I will continue to discuss or have students analyze functions that ask students to explore this distinction.</p>
Dept - (PSME) Mathematics	MATH1A_SLO_3	Recognize, diagnose, and decide on the appropriate method for solving applied real world problems in optimization, related rates and numerical approximation.	<p>: I will continue to present these topics with the changes made this quarter. I think the group work was especially beneficial, so I hope to do more of that next time I teach these topics.</p>
Dept - (PSME) Mathematics	MATH1A_SLO_3	Recognize, diagnose, and decide on the appropriate method for solving applied real world problems in optimization, related rates and numerical approximation.	<p>Enhancement/Action</p> <p>I will continue to emphasize the procedures for these types of problems, which students find difficult. This quarter, I broke the process down to more manageable parts and it seemed to help many students.</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH1A_SLO_3	Recognize, diagnose, and decide on the appropriate method for solving applied real world problems in optimization, related rates and numerical approximation.	I will continue to emphasize the points on which students had difficulty. In particular, I think students need more practice on application problems of several types. I will try to expand my homework sets with other problems to give the students more practice.
Dept - (PSME) Mathematics	MATH1A_SLO_3	Recognize, diagnose, and decide on the appropriate method for solving applied real world problems in optimization, related rates and numerical approximation.	I will continue to emphasize the points on which students had difficulty. In particular, next exam I will make sure I state in the directions for the problem, the main things I need to see in order to receive full credit. I did this with the related rates problem, but failed to do it for the maximization problem.
Dept - (PSME) Mathematics	MATH1A_SLO_3	Recognize, diagnose, and decide on the appropriate method for solving applied real world problems in optimization, related rates and numerical approximation.	In the future, when I teach these types of problems, on the first day of presentation, I will have them only draw the diagram, list the givens and write the equation indicating the relationship between the variables. I will not show them how to solve the problem until the second day. I think that this way, the students will not be so overwhelmed by the entire process. I also will allow for time in class for students to do at least part of the process in groups.
Dept - (PSME) Mathematics	MATH1B_SLO_1	Analyze the definite integral from a graphical, numerical, analytical, and verbal approach, using correct notation and mathematical precision.	continue the work to keep the success.
Dept - (PSME) Mathematics	MATH1B_SLO_1	Analyze the definite integral from a graphical, numerical, analytical, and verbal approach, using correct notation and mathematical precision.	Next time, I will give students feedback on the verbal interpretation of the definite integral.
Dept - (PSME) Mathematics	MATH1B_SLO_1	Analyze the definite integral from a graphical, numerical, analytical, and verbal approach, using correct notation and mathematical precision.	Restructure course to allow for one or two discussions in the first unit. Create a pdf homework assignments in order to wean students off of solution manuals.
Dept - (PSME) Mathematics	MATH1B_SLO_1	Analyze the definite integral from a graphical, numerical, analytical, and verbal approach, using correct notation and mathematical precision.	This assessment actually gave me good feedback about the level of understanding for these very important topics. In the future, I will make sure to put more emphasis on the areas that the students who struggled the most (the ones with scores below 70%) had the most difficulty with.
Dept - (PSME) Mathematics	MATH1B_SLO_2	Formulate and use the Fundamental Theorem of Calculus.	I will continue to give students practice on the Fundamental Theorem of Calculus, especially when one needs to use the chain rule.
Dept - (PSME) Mathematics	MATH1B_SLO_2	Formulate and use the Fundamental Theorem of Calculus.	In the future, spend a bit more time on part 2 of the FTC. For winter 2016, I decided to give some additional instruction and reassess the students the next week.
Dept - (PSME) Mathematics	MATH1B_SLO_2	Formulate and use the Fundamental Theorem of Calculus.	Repetition, Examples and Counterexamples. The students are being exposed to the Fundamental Theorems but do not seem to internalize what they say. Exposure to common mistakes along with their corrections may help them overcome a lack of attention to details. In lecture, I might approach definite integrals with a different variable (dummy) long before introducing integral valued functions to make the transition more natural. It might also be a good idea to present the idea of $g(x)$ verbally as an “area” function in advance of using the integral

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH1B_SLO_2	Formulate and use the Fundamental Theorem of Calculus.	notation.
Dept - (PSME) Mathematics	MATH1B_SLO_2	Formulate and use the Fundamental Theorem of Calculus.	work with students closely to help more students to understand the theorem
Dept - (PSME) Mathematics	MATH1B_SLO_3	Apply the definite integral in solving problems in analytical geometry and the sciences.	In the future, I will be more careful about showing students how to label the diagram and show the element of volume (or similar element, depending on the problem). I will be careful to show how the element of work is gotten from the diagram.
Dept - (PSME) Mathematics	MATH1B_SLO_3	Apply the definite integral in solving problems in analytical geometry and the sciences.	Next time I teach Math 1B, I plan to give again a similar question on the final exam. Only next time, I hope to have extra worksheets to help students study.
Dept - (PSME) Mathematics	MATH1B_SLO_3	Apply the definite integral in solving problems in analytical geometry and the sciences.	The number of applications needs to be pared down so that they can be expanded upon in lecture. Homework questions for these applications needs to be supplemented as the textbook questions are oriented towards the formulas so that even diligent students are missing the underlying principles within the applications.
Dept - (PSME) Mathematics	MATH1B_SLO_3	Apply the definite integral in solving problems in analytical geometry and the sciences.	The only change I would make to this project is in the instructions to the students regarding their explanations of the concepts.
Dept - (PSME) Mathematics	MATH1C_SLO_1	Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of convergence, using correct notation and mathematical precision.	As the enhancement I propose to create a new handout which specifically will target the strategies for a choice of an appropriate tests of convergence (or divergence) of series
Dept - (PSME) Mathematics	MATH1C_SLO_1	Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of convergence, using correct notation and mathematical precision.	For Math 1C Fall, 2013: For the 'minitest' worth 50 points, the average score was 36. 11 out of 18 students scored at or above the average, and 14 out of 18 scored at least 60 % (as suggested in the PLO).
			This minitest covered the first half of Ch 11 which focuses on the topics of convergence and divergence of sequences and series.
Dept - (PSME) Mathematics	MATH1C_SLO_1	Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of convergence, using correct notation and mathematical precision.	More sample questions for the review of the material.
Dept - (PSME) Mathematics	MATH1C_SLO_1	Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of convergence, using correct notation and mathematical precision.	Reduce Midterms from 45% of grade to 40% of grade to allow for a 5% discussion grade.
Dept - (PSME) Mathematics	MATH1C_SLO_1	Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of convergence, using correct notation and mathematical precision.	Reduce Midterms from 45% of grade to 40% of grade to allow for a 5% discussion grade. Hopefully, by attaching points to the discussion it will encourage the students to be more receptive to the group work.
Dept - (PSME) Mathematics	MATH1C_SLO_1	Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of	some students need to find time to strengthen their algebra skills

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH1C_SLO_1	convergence, using correct notation and mathematical precision.	some students need to find time to strengthen their algebra skills
Dept - (PSME) Mathematics	MATH1C_SLO_1	Graphically, analytically, numerically and verbally analyze infinite sequences and series from the perspective of convergence, using correct notation and mathematical precision.	The “minitest” for this material (the first half of chapter 11) covered the concepts of SLO 1. Out of 50 points the average was 36. 11 out of 18 students were at or above the average, and 14 out of 18 scored at least 60 % (a minimum suggested criteria as defined in the PLO).
Dept - (PSME) Mathematics	MATH1C_SLO_2	Apply infinite sequences and series in approximating functions.	Develop more examples where the bound cannot be found at an endpoint. Create a lab assignment based on polynomial approximation and error bounds to ensure that students get a better feel for the details. Increase emphasis on approximations when dealing with series prior to the introduction of power series.
Dept - (PSME) Mathematics	MATH1C_SLO_2	Apply infinite sequences and series in approximating functions.	How can we help students to find the time to do their homework?
Dept - (PSME) Mathematics	MATH1C_SLO_2	Apply infinite sequences and series in approximating functions.	In order to find an error bound on a Taylor polynomial, students need to bound a derivative of the function. Students have trouble grasping what it means to bound a function. Perhaps if a “review” of bounding functions preceded the discussion of error bounds, students might feel more comfortable bounding derivatives. This would allow time to focus on the difference between bounds, upper and lower bounds, maximums, and maximums of magnitudes. A better understanding of the vocabulary should help the students focus on what they are trying to do.
Dept - (PSME) Mathematics	MATH1C_SLO_2	Apply infinite sequences and series in approximating functions.	Try to increase the focus on approximation and error bound throughout the material on series, so that students are more familiar with it when we come to Taylor polynomials.
Dept - (PSME) Mathematics	MATH1C_SLO_3	Synthesize and apply vectors, polar coordinate system and parametric representations in solving problems in analytic geometry, including motion in space.	Perhaps students would be able to cope with the diversity of questions in the geometric parts of the course better if that part of the course were given an all-encompassing framework similar to the one developed for the first half of the course.
Dept - (PSME) Mathematics	MATH1C_SLO_3	Synthesize and apply vectors, polar coordinate system and parametric representations in solving problems in analytic geometry, including motion in space.	Reduce Midterms from 45% of grade to 40% of grade to allow for a 5% discussion grade to increase discussion participation. Continue to develop a stronger framework for this material. Seek out applications that are not physics based to prevent students from leaning on knowledge without understanding.
Dept - (PSME) Mathematics	MATH1C_SLO_3	Synthesize and apply vectors, polar coordinate system and parametric representations in solving problems in analytic geometry, including motion in space.	Since students seemed to feel that the discussions for sequences and series were much more helpful than the discussions for vector functions and coordinate systems, the discussions for the more geometric sections need to be improved.
Dept - (PSME) Mathematics	MATH1C_SLO_3	Synthesize and apply vectors, polar coordinate system and parametric representations in solving problems in analytic geometry, including motion in space.	Spend more time interacting with my fellow Calculus instructors, particularly those who fall more on the geometric and physics side of the material since my own inclinations lean towards the abstract.
Dept - (PSME) Mathematics	MATH1C_SLO_3	Synthesize and apply vectors, polar coordinate system and	Vectors and motion in space maybe challenging for some. More time to

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH1C_SLO_3	parametric representations in solving problems in analytic geometry, including motion in space.	discuss the topics would be helpful
Dept - (PSME) Mathematics	MATH1D_SLO_1	Graphically and analytically synthesize and apply multivariable and vector-valued functions and their derivatives, using correct notation and mathematical precision.	I will provide more realistic problems from a wider range of fields that require not only the understanding of the concepts, but also the interpretation of results.
Dept - (PSME) Mathematics	MATH1D_SLO_2	Use double, triple and line integrals in applications, including Green's Theorem, Stokes' Theorem and Divergence Theorem.	Assign more problems that require both graphing surfaces, and to set up triple integrals to find volume bounded by such surfaces.
Dept - (PSME) Mathematics	MATH1D_SLO_3	Synthesize the key concepts of differential, integral and multivariate calculus.	I need to do more problems where the students are asked to make correct choices before actually attempting the problem.
Dept - (PSME) Mathematics	MATH212_SLO_1	Evaluate real-world situations and distinguish between and apply linear and quadratic function models appropriately.	<p>I have rewritten the second part of the project to provide more direction to the students when analyzing the scenario. Instead of making suggestions for points they might want to consider, I have provided a series of equations and calculations for them to do. This should help them with the analysis part.</p> <p>For the worksheet, I feel that even though several students needed help in completing the assignment, they benefitted greatly and learned a lot by completing the assignment in groups. I will continue to do this assignment in future years.</p>
Dept - (PSME) Mathematics	MATH212_SLO_1	Evaluate real-world situations and distinguish between and apply linear and quadratic function models appropriately.	Restructure the course to introduce applications before students have learned to solve them, so that the process of learning algebraic techniques remains grounded in the real-world applications.
Dept - (PSME) Mathematics	MATH212_SLO_1	Evaluate real-world situations and distinguish between and apply linear and quadratic function models appropriately.	To distinguish between different function models students need to be able to remember how to work with each of them. Since students are forgetting material as it is taught, I will try to implement more circular review in the future.
Dept - (PSME) Mathematics	MATH212_SLO_2	Analyze, interpret, and communicate results of linear and quadratic models in a logical manner from four points of view - visual, formula, numerical, and written.	Develop a more targeted assessment that can help mitigate student anxiety. If using the final as an assessment again in the future, consider not only those students who are taking the final, but also those students who have taken all of the midterms. Treat a student who has taken all previous exams, but does not take the final as having a score of 0 for the purposes of this assessment.
Dept - (PSME) Mathematics	MATH212_SLO_2	Analyze, interpret, and communicate results of linear and quadratic models in a logical manner from four points of view - visual, formula, numerical, and written.	Editing the project instructions for next time I use it so it is more clear on what students are to do when it comes to best fit line.
Dept - (PSME) Mathematics	MATH212_SLO_2	Analyze, interpret, and communicate results of linear and quadratic models in a logical manner from four points of	I have rewritten the second part of the project to provide more direction to the students when analyzing the scenario. Instead of making

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH212_SLO_2	view - visual, formula, numerical, and written.	<p>suggestions for points they might want to consider, I have provided a series of equations and calculations for them to do. This should help them with the analysis part.</p> <p>For the worksheet, I feel that even though several students needed help in completing the assignment, they benefitted greatly and learned a lot by completing the assignment in groups. I will continue to do this assignment in future years.</p>
Dept - (PSME) Mathematics	MATH212_SLO_2	Analyze, interpret, and communicate results of linear and quadratic models in a logical manner from four points of view - visual, formula, numerical, and written.	I was happy about the result of the project and I will develop new strategies to better the format of the future projects.
Dept - (PSME) Mathematics	MATH212_SLO_2	Analyze, interpret, and communicate results of linear and quadratic models in a logical manner from four points of view - visual, formula, numerical, and written.	Since students are forgetting material as it is taught, I will try to implement more circular review in the future.
Dept - (PSME) Mathematics	MATH212_SLO_3	Demonstrate an appreciation and awareness of applications in their daily lives.	<p>I have rewritten the second part of this project to provide more direction to the students when analyzing the scenario. Instead of making suggestions for points they might want to consider, I have provided a series of equations and calculations for them to do. This should help them with the analysis part.</p> <p>For the retrograde analysis, I will make sure as I help students that I emphasize that time is negative when going back in time.</p>
Dept - (PSME) Mathematics	MATH212_SLO_3	Demonstrate an appreciation and awareness of applications in their daily lives.	Next time when teaching a traditional Math 212 course I would have students try to solve a relevant daily life problem in the first few days of the quarter. For instance I might ask which is a better deal under different circumstances. I would record the time to reach a solution and the solution. At the end of the quarter I would give them the same problem and insist that they use any math they learned in the course. I would allow them to use learning material from the course. Again, I would record the time to find a solution. I would have them write a paragraph comparing the time spent and the quality of the solutions.
Dept - (PSME) Mathematics	MATH212_SLO_3	Demonstrate an appreciation and awareness of applications in their daily lives.	Students might benefit from learning how to set up mathematical models before they develop the skills to solve them. In this way it would be easier to concentrate on meaningful values and help encourage their numeracy. This might also help introduce the students to the way these questions are developed (as opposed to "extracting" an equation from a paragraph).
Dept - (PSME) Mathematics	MATH217_SLO_1	Organize, analyze, and utilize appropriate methods to draw conclusions based on sample data by constructing and/or evaluating tables, graphs, and numerical measures of characteristics of data.	In the future, I will be more careful to make sure students are following directions and answering the questions in the lab. I will also remind students the importance of being present in class on lab days, or making arrangements to make up the missed lab.
Dept - (PSME) Mathematics	MATH217_SLO_2	Analyze and describe data distributions through the study	Have more well-defined time limits for each part of the project

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH217_SLO_2	of probability theory.	Have more well-defined time limits for each part of the project
Dept - (PSME) Mathematics	MATH217_SLO_2	Analyze and describe data distributions through the study of probability theory.	In the future, I will give students more practice, particularly in using the probability rules.
Dept - (PSME) Mathematics	MATH217_SLO_3	Evaluate real-world situations and apply linear, quadratic and exponential function models appropriately.	Add model building to quadratic handout
Dept - (PSME) Mathematics	MATH217_SLO_3	Evaluate real-world situations and apply linear, quadratic and exponential function models appropriately.	Create new worksheets for linear and quadratic models and use them next quarter (W2014)
Dept - (PSME) Mathematics	MATH217_SLO_3	Evaluate real-world situations and apply linear, quadratic and exponential function models appropriately.	In the future, I will provide more practice on the aspects of algebra and interpretation of results for linear, exponential and quadratic models. Students need much more practice than that provided in the worksheets, so I will supplement with additional exercises.
Dept - (PSME) Mathematics	MATH241_SLO_1	Analyze and develop linear, polynomial, exponential, logarithmic and implicit function models.	I will allocate more time in class toward having students graph transformations of functions, labeling all of the key aspects of the graph and describing the effects on each from the transformations. I will also administer the same types of problems the next time I teach math 41 and track the progress made.
Dept - (PSME) Mathematics	MATH241_SLO_2	Communicate concepts and solutions for problems both verbally and in writing.	Include many more opportunities for students to work in groups, dissecting an application problem and working towards solving it. Then, give time in which the instructor elicits responses and discusses multiple ways of interpreting and solving the problem.
Dept - (PSME) Mathematics	MATH242_SLO_1	Analyze and develop trigonometric models.	I will show an applet of points on the unit circle corresponding to points on a sine / cosine / tangent graph
Dept - (PSME) Mathematics	MATH243_SLO_1	Analyze and develop trigonometric, matrix, and discrete models for problems within two- and three- dimensional Cartesian or polar coordinate systems.	I will show an applet displaying the graphical difference among 0, 1, and infinitely many solutions
Dept - (PSME) Mathematics	MATH243_SLO_1	Analyze and develop trigonometric, matrix, and discrete models for problems within two- and three- dimensional Cartesian or polar coordinate systems.	I will show examples of notation for each type of row operation to better prepare students
Dept - (PSME) Mathematics	MATH2A_SLO_1	Construct and evaluate differential equation models to solve application problems.	The main difficulty experienced by the students on SLO 1 is the transformation of the word description of the physical experiment into the corresponding initial value problem for the appropriate differential equation. The special handout will be developed to help students to learn this type of translation, including the initial value problems for 1 st and 2nd order differential equations.
Dept - (PSME) Mathematics	MATH2A_SLO_1	Construct and evaluate differential equation models to solve application problems.	The main difficulty experienced by the students when they have been assessed on SLO 1 is a construction of the corresponding differential equation model, i.e. to transform the word description of the process into the corresponding initil value problem. I plan to develop a handout dealing with this issue. Namely, it will contain 4 type of problems, which require to transform the physical experiment into the initial value problem for 1st or 2nd order differential equation.
Dept - (PSME) Mathematics	MATH2A_SLO_1	Construct and evaluate differential equation models to	The special handout will be developed to help students correctly to

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH2A_SLO_1	solve application problems.	transform a word description of a physical experiment into the corresponding initial value problem for 1st or 2nd order differential equation
Dept - (PSME) Mathematics	MATH2A_SLO_2	Classify, solve and analyze differential equation problems by applying appropriate techniques and theory.	Students were given extensive integral tables. Problems were classified to enable the students to easily identify the appropriate and applicable solution techniques. Projects, with step by step guidance, were given to enhance the students ability to analyze and solve different types of differential equations.
Dept - (PSME) Mathematics	MATH2B_SLO_1	Construct and evaluate linear systems/models to solve application problems.	Proved students with a handout on Ohm's law and Kirchhoff's voltage and current laws and reference material on these topics.
Dept - (PSME) Mathematics	MATH2B_SLO_2	Solve problems by deciding upon and applying appropriate algorithms/concepts from linear algebra.	Have students work out problems that are graded and returned to students before testing or assign computer labs that are graded and and reviewed by students immediately upon completion.
Dept - (PSME) Mathematics	MATH41_SLO_1	Investigate, evaluate, and differentiate between algebraic and transcendental functions in their graphic, formulaic, and tabular representations.	Having graphing calculators (TI-83 or TI-84) would be helpful for students who want to graph the functions using technology to further understand analyzation.
Dept - (PSME) Mathematics	MATH41_SLO_1	Investigate, evaluate, and differentiate between algebraic and transcendental functions in their graphic, formulaic, and tabular representations.	I will allocate more time in class toward having students graph transformations of functions, labeling all of the key aspects of the graph and describing the effects on each from the transformations. I will also administer the same types of problems the next time I teach math 41 and track the progress made.
Dept - (PSME) Mathematics	MATH41_SLO_2	Synthesize, model, and communicate real-life applications and phenomena using algebraic and transcendental functions.	Include many more opportunities for students to work in groups, dissecting an application problem and working towards solving it. Then, give time in which the instructor elicits responses and discusses multiple ways of interpreting and solving the problem.
Dept - (PSME) Mathematics	MATH41_SLO_2	Synthesize, model, and communicate real-life applications and phenomena using algebraic and transcendental functions.	It would be nice to have all students have access to a graphing calculator (TI-83 or TI-84) so that the data points could be plotted and viewed easily. This would further emphasize the idea of interpolation or extrapolation.
Dept - (PSME) Mathematics	MATH42_SLO_1	Formulate, construct, and evaluate trigonometric models to analyze periodic phenomena, identities, and geometric applications.	Hope to re administer the same type of problem and assessment at the end of the Winter 2013 quarter and compare outcomes.
Dept - (PSME) Mathematics	MATH42_SLO_1	Formulate, construct, and evaluate trigonometric models to analyze periodic phenomena, identities, and geometric applications.	Performed the exact same action as in January. Gave the same problem on final exam as in Fall quarter. Again, students did not know ahead of time the problem they were going to be given and final exam questions from the fall were not given out. Average student score for Winter quarter was 91.14%, significantly higher than in the fall.
Dept - (PSME) Mathematics	MATH43_SLO_1	Analyze, investigate, and evaluate linear systems, vectors, and matrices related to two or three dimensional geometric objects.	The special assignments on definitions and vocabulary are planned to develop. Also, the homework will be enhanced by the extra questions on the previously covered topics.
Dept - (PSME) Mathematics	MATH43_SLO_2	Graph and analyze regions/curves represented by inequalities or trigonometric, polar, and parametric equations, including conic sections.	Questions 4 and 8 are planned to replace by similar, but less challenging questions. A development of special handouts on utilization of graphics calculators

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (PSME) Mathematics	MATH43_SLO_2	Graph and analyze regions/curves represented by inequalities or trigonometric, polar, and parametric equations, including conic sections.	for graphing equations in parametric and polar representations.
Dept - (PSME) Mathematics	MATH43_SLO_2	Graph and analyze regions/curves represented by inequalities or trigonometric, polar, and parametric equations, including conic sections.	The special assignments on definitions and vocabulary are planned to develop. Also, the homework will be enhanced by the extra questions on the previously covered topics.
Dept - (PSME) Mathematics	MATH43_SLO_3	Analyze, develop, and evaluate formulas for sequences and series; Justify those formulas by mathematical induction.	The special assignments on definitions and vocabulary are planned to develop. Also, the homework will be enhanced by the extra questions on the previously covered topics.
Dept - (SSH) Administration of Justice	ADMJ1_SLO_2	Evaluate the interrelationships that link the components of the justice system.	Additional time will be given to this area with class discussion .
Dept - (SSH) Administration of Justice	ADMJ11_SLO_1	Analyze the substantive Constitutional amendments pertaining to individual civil rights and evaluate their impact on protected classes.	The selection of the case and the construction of the question with response option was proper and appropriate for the course. The concept presented in class needed to have an expanded presentation of facts with corresponding class discussion to solidify the main points.
Dept - (SSH) Administration of Justice	ADMJ25_SLO_1	Critique the relationship between law and social change within the context of cross-cultural settings.	No change or enhancement planned.
Dept - (SSH) Administration of Justice	ADMJ3_SLO_2	Access the appropriate legal code and identify the proper statute based on a given description of conduct.	No change in the assessment method.
Dept - (SSH) Administration of Justice	ADMJ5_SLO_1	Discuss how the relationship between the police and the community is a complex interaction at multiple levels.	For future examinations, the question will be restructured to be a more accurate assessment of understanding of the topic. The wording of the current question could direct the student to the correct answer even with limited understanding of the concept.
Dept - (SSH) Administration of Justice	ADMJ50_SLO_1	Compare and contrast the legal and sociological approaches which have been fundamental in shaping correctional theories and practices.	No changes or enhancements.
Dept - (SSH) Administration of Justice	ADMJ50_SLO_2	Identify traditional correctional systems and alternative sentencing solutions and evaluate the effectiveness of both.	Class discussions are an effective method for assessment and will be continued in future lass offerings. No changes are recommended.
Dept - (SSH) Administration of Justice	ADMJ51_SLO_2	Identify the causation factors which generate criminal behavior by female offenders.	No changes in the method utilized.
Dept - (SSH) Administration of Justice	ADMJ53_SLO_1	Identify and analyze critical concepts of advanced criminal law.	The course is in the process of being revised from a 5 unit to a 4 unit course. Completion of the revision will determine the status of SLO #1 and this question as an assessment tool.
Dept - (SSH) Administration of Justice	ADMJ54_SLO_1	Analyze the sociological principles regarding the causation of juvenile crime and delinquency	A more in-depth presentation and discussion regarding the Trait Theory.
Dept - (SSH) Administration of Justice	ADMJ55_SLO_1	Describe and analyze the relationship between the causes and demographics of crime and substance abuse.	A new instructor is assigned to the course so the method of assessment could change.
Dept - (SSH) Administration of Justice	ADMJ56_SLO_2	Construct a professional report utilizing the report criteria that is required for professional investigative reports.	While the target was almost met, the goal of the class is to have 100% success. An idea being discussed is to develop a team-teaching concept between the program and language arts to have an English composition instructor as part of instruction.

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Dept - (SSH) Administration of Justice	ADMJ61_SLO_2	Demonstrate the ability to construct an investigative diagram of a crime scenario.	No change in the method.
Dept - (SSH) Administration of Justice	ADMJ62_SLO_1	Describe the legal elements of rape and sexual assault.	The case scenarios utilized in the course prepared students to learn the legal aspects. This method will continue in future course offerings.
Dept - (SSH) Administration of Justice	ADMJ64_SLO_1	Explain the organization, function, and tasks of an agency in the criminal justice system.	None at this time.
Dept - (SSH) Administration of Justice	ADMJ69_SLO_2	Compare and contrast the working environments of correctional personnel at different security levels of county, state, and federal correctional facilities.	Possible variation of facilities visited during alternating academic years.
Dept - (SSH) Administration of Justice	ADMJ73_SLO_1	Analyze the historical nature and measurement of criminal behavior within society.	No action on the question or method.
Dept - (SSH) Administration of Justice	ADMJ74A_SLO_1	Compare and contrast the major principles and strategies of effective interviewing and interrogation.	No change in the question or method.
Dept - (SSH) Administration of Justice	ADMJ75_SLO_2	Identify the components of the criminal justice system and discuss how each is fundamental to the justice process.	Incorporate a class discussion segment differentiating between state and federal legal issues.
Dept - (SSH) Administration of Justice	ADMJ78_SLO_1	Explain the evolution of modern probation and parole.	As stated in Reflection and Analysis, a more in-depth presentation, discussion, and assurance of understanding would be called for.
Dept - (SSH) Administration of Justice	ADMJ90A_SLO_2	Analyze a case scenario and demonstrate the proper rules of evidence that apply to that case.	Method and case scenario will remain.
Dept - (SSH) Anthropology	ANTH1_SLO_1	Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	Incorporate in class exercises targeted to addresses deficiencies uncovered in the 2 SLO areas that the students did not meet expectations. Have regular in class textbook exercises for credit.
Dept - (SSH) Anthropology	ANTH1_SLO_1	Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	More emphasis during teaching, examples, other methods to enhance learning. Coloring, articles, collaborative exercise.
Dept - (SSH) Anthropology	ANTH1_SLO_1	Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	More emphasis on the material and using other teaching methods to bring home the concept.
Dept - (SSH) Anthropology	ANTH1_SLO_2	Students will evaluate biological and behavioral similarities and differences between humans and non human primates.	Incorporate in class exercises targeted to addresses deficiencies uncovered in the 2 SLO areas that the students did not meet expectations. Have regular in class textbook exercises for credit.
Dept - (SSH) Anthropology	ANTH1_SLO_3	Students will apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.	continue efforts to achieve 100%
Dept - (SSH) Anthropology	ANTH1_SLO_4	Evaluate human biology and culture as a response to 7 million years of evolutionary process.	Satisfactory results and will continue efforts
Dept - (SSH) Anthropology	ANTH1L_SLO_1	Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	Students entering this course often have prior misconceptions about natural selection, specifically the idea of “survival of the fittest,” and it can be difficult to overcome this. Current course activities cover the entire process of natural selection, but do not necessarily call direct attention to

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Dept - (SSH) Anthropology	ANTH1L_SLO_1	Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	this misunderstanding (namely the undue emphasis on survival, rather than reproductive success, in natural selection). However, student success could be improved through additional questions and tasks that directly target this misunderstanding.
Dept - (SSH) Anthropology	ANTH1L_SLO_1	Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	Yes, I will include hands-on activities for genetics, include emphasize humans more in the primate social ecology lab, and add more hands-on activities for every lab.
Dept - (SSH) Anthropology	ANTH1L_SLO_2	Evaluate human biology and culture as a response to 7 million years of evolutionary process.	Current coursework includes many activities and discussions about physical and cultural traits in humans and our close relatives. However, this information is spread over several weeks. This may make it harder for students to understand the over-arching trends. Students may be focusing on the facts in each separate week's material, rather than considering how these lines of evidence come together to support bigger interpretations of human history. Additional follow-up questions in class, particularly questions that bridge content from multiple class meetings, could further improve student learning. Students may also benefit from being given a learning tool, such as a timeline they can add to over the several weeks when this content is covered.
Dept - (SSH) Anthropology	ANTH1L_SLO_2	Evaluate human biology and culture as a response to 7 million years of evolutionary process.	Yes, I will include hands-on activities for genetics, include emphasize humans more in the primate social ecology lab, and add more hands-on activities for every lab.
Dept - (SSH) Anthropology	ANTH1L_SLO_3	Students will evaluate biological and behavioral similarities and differences between humans and non human primates.	Current coursework includes activities that ask students to distinguish between different primates and identify physical features in the primates' skulls to support this classificatory distinction. These side-by-side comparisons include: an ape compared to a lemur; a New World monkey compared to an Old World monkey, and an Old World monkey compared to an ape. These activities seem to be supporting student success, as students are learning the differences and applying that knowledge on the exam. However, additional follow-up questions in class, particularly questions focused on the differences between monkeys and apes, could further improve student learning and bring the target success rate even closer to 100%
Dept - (SSH) Anthropology	ANTH1L_SLO_3	Students will evaluate biological and behavioral similarities and differences between humans and non human primates.	<p>I found that video material helps bring the fossils to life and will continue to use videos in the future.</p> <p>For the lab on cell types, the hands-on lab of the stages for mitosis and meiosis helps students. I may also insert a reading about cancers and what happens when cell division does not work as expected. This may help given additional context to a seemingly abstract concept.</p> <p>For ethe evolution question, I have now included a lab session that specifically addresses some evolutionary fallacies at the beginning of the</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Anthropology	ANTH1L_SLO_3	Students will evaluate biological and behavioral similarities and differences between humans and non human primates.	course, and will continue with my previous discussions to provide examples.
Dept - (SSH) Anthropology	ANTH2_SLO_1	Students will apply a scientific, holistic and a multidisciplinary approach to understand and analyze human behavior.	Enhancement/Action: I will continue to work to better engage SLOs in Anthro 02 in ways that are relatable to students. Finding ways to communicate SLOs in ways that students find more organic to their everyday experiences ensures that learning objectives are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that better reflect how students learn important concepts.
Dept - (SSH) Anthropology	ANTH2_SLO_1	Students will apply a scientific, holistic and a multidisciplinary approach to understand and analyze human behavior.	In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument.
Dept - (SSH) Anthropology	ANTH2_SLO_2	Students will recognize the value of cultural relativism and the validity of each culture as an adaptive strategy to the challenge of physical and social environment.	Enhancement/Action: I will continue to work to better engage SLOs in Anthro 02 in ways that are relatable to students. Finding ways to communicate SLOs in ways that students find more organic to their everyday experiences ensures that learning objectives are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that better reflect how students learn important concepts.
Dept - (SSH) Anthropology	ANTH2_SLO_2	Students will recognize the value of cultural relativism and the validity of each culture as an adaptive strategy to the challenge of physical and social environment.	In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument.
Dept - (SSH) Anthropology	ANTH2_SLO_3	Students will analyze cultural diversity, and explain how they arose and change. They will also identify underlying similarities between cultures.	I will continue to work to better engage SLOs in Anthro 02 in ways that are relatable to students. Finding ways to communicate SLOs in ways that students find more organic to their everyday experiences ensures that learning objectives are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that better reflect how students learn important concepts.
Dept - (SSH) Anthropology	ANTH2_SLO_3	Students will analyze cultural diversity, and explain how they arose and change. They will also identify underlying similarities between cultures.	In the future I will take more time in class to ensure that my students are better prepared to demonstrate their understanding of complex concepts and values within an objectively scaled assessment instrument.
Dept - (SSH) Anthropology	ANTH2_SLO_4	Students embody the attitude that humans are not superior to their environment but an integral part of their natural and cultural environment on this planet.	I will continue to work to better engage SLOs in Anthro 02 in ways that are relatable to students. Finding ways to communicate SLOs in ways that students find more organic to their everyday experiences ensures that learning objectives are internalized rather than simply (temporarily) memorized. In addition to this I will also work to develop assessment questions that better reflect how students learn important concepts.
Dept - (SSH) Anthropology	ANTH2_SLO_4	Students embody the attitude that humans are not superior to their environment but an integral part of their natural and cultural environment on this planet.	Students vary in their capacity to assimilate course material, particularly within a testing regime that attempts to objectively quantify different types of learning and broad, complex concepts within a singular assessment instrument.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Anthropology	ANTH3_SLO_1	Demonstrate an ability to investigate the relationship between material culture and physical remains, including how to hypothesize and build a model of past behavior from archeological evidence.	Continued emphasis in lecture and a diverse teaching pedagogy will be used to reach out to to students with different learning styles.
Dept - (SSH) Anthropology	ANTH3_SLO_2	Illustrate and explain the processes of culture change and recognize the patterns of past processes in present day society.	Introduce a Field Methods lab. Acquire materials for the lab for students to handle and experience. Continued emphasis of these materials in lecture and exams.
Dept - (SSH) Anthropology	ANTH4_SLO_1	Develop an appreciation of the range and diversity of past human societies, as well as analyze and evaluate the reasons why other cultures have developed their particular beliefs, practices and institutions.	Incorporating more visuals and media to reach out to all students
Dept - (SSH) Anthropology	ANTH4_SLO_2	Demonstrate an ability to investigate the relationship between culture and material culture, including how to hypothesize and build a model of past behavior from archeological evidence.	Use more hands on activities and Continued emphasis of these materials in lecture and exams.
Dept - (SSH) Anthropology	ANTH4_SLO_3	Illustrate and explain the processes of culture change, and recognize the patterns of past processes in present day society.	Continued emphasis of these materials in lecture and exams. Provide opportunity to connect with more materials and provide hands on experience
Dept - (SSH) Anthropology	ANTH6_SLO_1	KNOWLEDGE: Students will evaluate value of each different language and dialect, and its relationship to different cultural backgrounds, in which social conflicts and stereotypes are often originated from misunderstanding different rules of language practice even when using the same language.	100% success met hence just continue efforts to achieve SLOs
Dept - (SSH) Anthropology	ANTH6_SLO_1	KNOWLEDGE: Students will evaluate value of each different language and dialect, and its relationship to different cultural backgrounds, in which social conflicts and stereotypes are often originated from misunderstanding different rules of language practice even when using the same language.	We will try to address the concept more and use other methods of assessments such as presentations, essay questions or class projects.
Dept - (SSH) Anthropology	ANTH6_SLO_1	KNOWLEDGE: Students will evaluate value of each different language and dialect, and its relationship to different cultural backgrounds, in which social conflicts and stereotypes are often originated from misunderstanding different rules of language practice even when using the same language.	Will continue the efforts to reach 100% success by diversifying teaching strategies.
Dept - (SSH) Anthropology	ANTH6_SLO_2	Student differentiate different sound systems of different languages which make non-native speakers speak foreign languages with accents.	Add a reading and in class discussion exercise to stress on the concept
Dept - (SSH) Anthropology	ANTH6_SLO_2	Student differentiate different sound systems of different languages which make non-native speakers speak foreign languages with accents.	Diversify teaching methods to reach out to all the students. Add more visuals and articles.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Anthropology	ANTH6_SLO_2	Student differentiate different sound systems of different languages which make non-native speakers speak foreign languages with accents.	Need to diversify teaching methods to reach out to all the students with different teaching needs
Dept - (SSH) Anthropology	ANTH7_SLO_2	Students will develop the skills to recover, examine, extract and interpret data for the remains for use in the medico-legal community.	We will try to acquire more real bone for students to get an opportunity to examine and apply their forensic skills
Dept - (SSH) Child Development	(SLO) 1	Practice effective communication to facilitate positive interactions, theories and developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff.	Faculty will introduce at least two research projects related to bilingual education for preschool programs.
Dept - (SSH) Child Development	(SLO) 1	Practice effective communication to facilitate positive interactions, theories and developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff.	Students will complete more research topics related to preschool English language learners and will compare their data with other existing research data in the field.
Dept - (SSH) Child Development	CD-10G_SLO_2	Demonstrate an understanding of how theories support children's optimal development.	Faculty will introduce more classroom activities to encourage students to continue with the research on the different theories that support children's optimal development.
Dept - (SSH) Child Development	CD-56_SLO_2	Evaluate and critique California demographics, legal and legislative issues on immigrant and English Learners students.	The instructor will follow up with the students during the scheduled meetings.
Dept - (SSH) Child Development	CD-64_SLO_2	Utilize principles and regulations within the scope of title 5 and 22 to evaluate potential scenarios involving health, safety, nutrition and first aid and within the field of early childhood education.	Students will complete more evaluations on the importance of nutrition and safety in the health development of young children.
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	Add two preliminary observation assignments prior to the primary observation assignments to ensure that 95% or more students understand how to write a running record.
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	Added a 2nd observation assignment this quarter. Need to add 2 observations done during class time and for homework.
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	Assessment results will be shared with all faculty who teach this class and we will design a plan of action to promote consistency in teaching across all the early childhood education courses observation methods and skills to encourage and help students improve their observation skills.
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	Continue development of assessment methods.
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	Enjoyment
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	Find more effective methods of initial presentation and explanation of assignment. Provide more effective opportunities for practicing and implementing the running record format and analysis. Currently researching short videos of infants, toddlers and preschool aged children

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	to be used for in-class exercises and analyses.
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	Review with faculty.
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	Students will complete more investigations on how study of child development fits on the broader field of scientific research.
Dept - (SSH) Child Development	CD10G_SLO_1	Investigate how the study of child development fits into the broader field of scientific research	To ensure that students are successful, I will withdraw them after 3 alerts. Several of these students did not respond to alerts and hence received an F grade. I will learn also the alert system used at De Anza to empower my students towards success.
Dept - (SSH) Child Development	CD10G_SLO_2	Demonstrate an understanding of how theories support children's optimal development	Faculty will continue the dialogue in Spring 2013 to develop methods of assessment more aligned with the SLO and NAEYC Standards.
Dept - (SSH) Child Development	CD10G_SLO_2	Demonstrate an understanding of how theories support children's optimal development	Important the majority of students who completed the assignment with a C grade or better also completed the course. 74% to 77%. I need to learn about the alert system afford by De Anza college to ensure a higher percentage of students success.
Dept - (SSH) Child Development	CD10G_SLO_2	Demonstrate an understanding of how theories support children's optimal development	Recommend to department chair that instructors meet to review the naturalistic observation assignment.
Dept - (SSH) Child Development	CD10G_SLO_2	Demonstrate an understanding of how theories support children's optimal development	Remind the students in a consistent basis throughout the quarter the datelines of the alert system of De Anza College.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	1) Find more support for students on time management. 2) Tutoring and mini workshops in writing in collaboration with English instructors and the Writing Center
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Carve time to meet with faculty teaching the course t review the curriculum and teaching methods.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Discuss with faculty a new strategy to modify assignment. Request student input to modify assignment.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Faculty will continue the dialogue in Spring 2013 to develop methods of assessment more aligned with the SLO and NAEYC Standard 2.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Faculty will continue the dialogue in Winter 2013 to develop projects/methods of assessment more aligned with the SLO and NAEYC Standards 2 & 5.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Locate space for students/familias to gather outside of class time to study for exams. Schedule an exam/review session.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Provide more experiences for the students to enable them to go beyond one's own culture to be more sensitive towards other than their own culture.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Review essay questions for clarity and content.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Review essay questions.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Schedule 1:1 session with students not engage in CSL project by the 4th week (not completing hrs.)
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	Students will continue with the development of partnerships with community service organizations.
Dept - (SSH) Child Development	CD12_SLO_1	Analyze theories of socialization that address the interrelationship of child, family, and community	To help students through discussions and reflection of their assignment to go beyond their own culture, and provide culturally sensitive care for the children, to talk about the differences of sensitive issues between home and school culture.
Dept - (SSH) Child Development	CD12_SLO_2	Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools,and communities	<ul style="list-style-type: none"> • Provide examples of excellent work, and work that does not meet proficiency. • Check in with students more often. • Schedule meetings to touch base on their experience (what is/is not working). • Possibly increase the hours, and give bonus points for students who completed the additional hours (more hours = more meaningful experience)
Dept - (SSH) Child Development	CD12_SLO_2	Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools,and communities	Evaluate assignments and improve student monitoring in assignment completion.
Dept - (SSH) Child Development	CD12_SLO_2	Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools,and communities	For future classes, I would continue to recommend that all instructors provide their students with an outline of what is expected of them to complete. Allow students to use the NAEYC standards from the rubric for their subheadings for their paper. This format helps the students continue to stay on track.
Dept - (SSH) Child Development	CD12_SLO_2	Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools,and communities	Schedule 1:1 with students not performing well on exams and activities early in the quarter.
Dept - (SSH) Child Development	CD12_SLO_2	Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools,and communities	Work with students individually to ensure they acquire all classroom materials and on-line access. Obtain book vouchers for every student that needs it.
Dept - (SSH) Child Development	CD12_SLO_3	Identify,describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children	Experience and concept mapping will be incorporate to support students to be more successful when writing the reflection essay.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Child Development	CD12_SLO_3	Identify,describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children	Faculty will encourage students to continue the development of partnerships with the different community support services and agencies available to families and children.
Dept - (SSH) Child Development	CD12_SLO_3	Identify,describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children	Improve the rubric and assignment description.
Dept - (SSH) Child Development	CD12_SLO_3	Identify,describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children	In the future, CD12 could provide students with additional CSL partners. We only have a few working with us at De Anza College. It would be great, if we can also connect our students with various after school programs, where their volunteer hours could possibly turn into a paid position. Increase the number of community partners.
Dept - (SSH) Child Development	CD12_SLO_3	Identify,describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children	Need to recruit additional community partners in early learning, child development programs, to provide more placement choices fro students.
Dept - (SSH) Child Development	CD12_SLO_3	Identify,describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children	The instructor will work closely with the students that are facing challenges with the field/placement internship.
Dept - (SSH) Child Development	CD12_SLO_3	Identify,describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children	Work with students individually to ensure they successfully complete the community service learning experience. Become more open to student's ideas on how to accomplish the CSL project requirement. Improve the communication with students to accomplish the project successfully.
Dept - (SSH) Child Development	CD12_SLO_4	Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families	Add to the course the creation of a group infographic (board activity or poster paper) to showcase students roots and culture. The infographic will reflect a collective view of our students roots and culture.
Dept - (SSH) Child Development	CD12_SLO_4	Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families	Develop a rubric linked to NAEYC standards.
Dept - (SSH) Child Development	CD12_SLO_4	Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families	Explore the possibility to create project based assessment that displays the students cultural biography through SLO#4.
Dept - (SSH) Child Development	CD12_SLO_4	Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families	Introduce more activities in which students have the opportunity to explore their family history and life experiences and assess how this histories and experiences can impact the relationships with children and families.
Dept - (SSH) Child Development	CD12_SLO_4	Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families	The instructor will continue encouraging all the students in the class to continue analyzing their one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
Dept - (SSH) Child	CD50_SLO_1	Evaluating the quality of a licensed early childhood	Develop a contract and community agreements to establish clear

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Development	CD50_SLO_1	program and make appropriate recommendations based on research findings of quality indicators based on DAP standards and developmental theories.	expectation in the students-teacher communication and engagement. Students partner to observe and evaluate each other's program using an interview strategy to gather the information needed in addition to the observation itself. This would provide students with more collaborative learning opportunity while providing a chance for students to branch out into the community and learn about programs other than their own.
Dept - (SSH) Child Development	CD50_SLO_1	Evaluating the quality of a licensed early childhood program and make appropriate recommendations based on research findings of quality indicators based on DAP standards and developmental theories.	Students will complete more observations on child development programs and will make recommendations based on research findings of quality indicators on DAP standards.
Dept - (SSH) Child Development	CD50_SLO_1	Evaluating the quality of a licensed early childhood program and make appropriate recommendations based on research findings of quality indicators based on DAP standards and developmental theories.	Students will complete more observations to evaluate the quality of licensed early childhood programs in the field.
Dept - (SSH) Child Development	CD50_SLO_1	Evaluating the quality of a licensed early childhood program and make appropriate recommendations based on research findings of quality indicators based on DAP standards and developmental theories.	Students will have the opportunity to continue working with ECERS.
Dept - (SSH) Child Development	CD50_SLO_1	Evaluating the quality of a licensed early childhood program and make appropriate recommendations based on research findings of quality indicators based on DAP standards and developmental theories.	Work more closely on the understanding of the NAEYC standards and their application with developmentally appropriate practices.
Dept - (SSH) Child Development	CD50_SLO_2	Recognize the value of the field of child development in providing for the developmental/foundational needs of children through quality programs and appropriate practice.	All faculty teaching CD 50 will incorporate a method to evaluate this SLO.
Dept - (SSH) Child Development	CD50_SLO_2	Recognize the value of the field of child development in providing for the developmental/foundational needs of children through quality programs and appropriate practice.	Instructor will continue working with the students in a way that involves sharing ideas, thoughts or feelings of the value of the field of child development.
Dept - (SSH) Child Development	CD50_SLO_2	Recognize the value of the field of child development in providing for the developmental/foundational needs of children through quality programs and appropriate practice.	none required beyond fine tuning and continued growth and development of curriculum
Dept - (SSH) Child Development	CD50_SLO_2	Recognize the value of the field of child development in providing for the developmental/foundational needs of children through quality programs and appropriate practice.	Revisit test questions and developed different types of exam questions to assess the learning outcome. The Group project assignment has been used for several years in different courses that require students to learn about the major theories and theorists. It has been successful each time and students tend to do very well. It would be fun to play a game such as PowerPoint Jeopardy to reinforce the information instead of having a small group discussions or mini presentations.
Dept - (SSH) Child Development	CD53_SLO_1	Evaluate the uses of a variety of visual arts media and their relationship to the overall development and learning,	: 1. Work with other faculty to modify the current SLO to make it more measurable and specific of expectations for performance. 2. Revise the

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Dept - (SSH) Child Development	CD53_SLO_1	critical thinking and self-expression for each child.	grading criterion for the resource project so that it has more connection with children's development and learning. 3. Revise the final exam question to more clearly define the specific information, knowledge and understanding needed to assess student performance.
Dept - (SSH) Child Development	CD54_SLO_1	Design curriculum for all developmental domains that is culturally salient, developmentally appropriate, inclusive and emergent.	The instructor will encouraged all the students in the class to continue working on the design of curriculum for all developmental domains that is culturally salient
Dept - (SSH) Child Development	CD55_SLO_1	Critique language enhancement materials appropriate for infants to school-aged children	Instructor will encouraged all the students to examine in a very careful and strict way all the language enhancement materials appropriate for infants to school-aged children
Dept - (SSH) Child Development	CD56_SLO_1	Practice effective communication to facilitate positive interactions, theories and developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff.	Faculty will continue the dialogue in Spring 2013 to develop projects/methods of assessment more aligned with the SLO and NAEYC Standards.
Dept - (SSH) Child Development	CD56_SLO_1	Practice effective communication to facilitate positive interactions, theories and developmental sequence of bilingual language acquisition between student teachers, children, parents and other staff.	Schedule 1:1 session with students not performing well in exams or activities by the 4th week
Dept - (SSH) Child Development	CD58_SLO_1	Develop an understanding of typical and atypical developmental milestones from birth to three years through observation and assessment.	To introduce modification of classroom material to serve all the children.
Dept - (SSH) Child Development	CD58_SLO_2	Demonstrate an understanding of the importance of relationships and home culture in the care of infants and toddlers.	To work with students on, connecting to home and home culture of the children we serve in order to provide Culturally sensitive care for Infants and toddlers to interview the families as well.
Dept - (SSH) Child Development	CD60_SLO_1	Analyze the state and federal guidelines which include children with developmental disabilities within the family, childhood setting and various communities.	Thank you for the opportunity to serve. Dr. Ebesugawa
Dept - (SSH) Child Development	CD60_SLO_1	Analyze the state and federal guidelines which include children with developmental disabilities within the family, childhood setting and various communities.	This presentation occurs during the fourth week of the course, and students learned effectively about the laws that guarantee services for children with disabilities and special needs. It would be useful for students to revisit these laws later in the course to support application of this learning to laws that relate to writing Individual Education Plans.
Dept - (SSH) Child Development	CD63_SLO_1	Create, plan and implement appropriate science and math curriculum for each young child.	Although I think the idea of a kit is very valuable, I think it is too advanced to use in this class. It is enough for the students to be able to understand what developmentally appropriate activities are and how to present them. Since I do teach CD-54, I think it might be appropriate to introduce this concept when talking about themes, units and projects. Then, those students who have had this information, will be more equipped to take on this challenge. For now, I will restrict the assignment to one developmentally appropriate activity with possible extensions.
Dept - (SSH) Child Development	CD64_SLO_1	Evaluate the importance of nutrition in the health and	Students enrolled in this course need to be able to recognize the

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Development	CD64_SLO_1	development of young children in childcare settings.	importance of nutrition in the health and development of children because it is directly linked to all aspects of their growth and development. Since students are going to be an active proponent of good nutrition and healthy habits in the childcare settings they need to have a clear understanding of this concepts.
Dept - (SSH) Child Development	CD64_SLO_1	Evaluate the importance of nutrition in the health and development of young children in childcare settings.	Students will complete more evaluations on the importance of nutrition in the health and development of young children.
Dept - (SSH) Child Development	CD64_SLO_1	Evaluate the importance of nutrition in the health and development of young children in childcare settings.	This course will continue the introduction of health, nutrition and safety policies throughout the quarter to encourage students to reflect and evaluate on a daily basis the importance of these policies in the development of young children in childcare settings.
Dept - (SSH) Child Development	CD64_SLO_1	Evaluate the importance of nutrition in the health and development of young children in childcare settings.	This course will introduce more health, nutrition and safety policies throughout the quarter to encourage each student to reflect and evaluate the importance of these policies in the development of young children in childcare settings.
Dept - (SSH) Child Development	CD67_SLO_1	Students will develop strategies for working with adults through understanding relationship based supervisory practices that emphasize developmental stages, valuing differences, communication and conflict resolution techniques and providing effective feedback using observation	1. Rewrite the Rubric to be more specific and descriptive of requirements and expectations of performance. 2. Spend more time in class reviewing the analysis and giving students practice on how to apply this to their completed assessments. 3. Add an essay question to the final exam asking students to articulate the standards assessed in the ERS assessment tool. 4. Require students to turn in two to three pages of the completed assessment before the project is due so I can give each student specific feedback on how they are using the tool.
Dept - (SSH) Child Development	CD68_SLO_1	Examine the development of social identities in diverse societies comparing oppression and privilege as they apply to young children, families and early childhood programs.	1. Rewrite the Rubric to be more specific and descriptive of requirements and expectations of performance. 2. Ask the department to discuss ways that anti-bias concepts can be introduced in other core courses like CD 12; CD 50 and CD 54 so students will come into CD 68 with some familiarity of concepts. 3. Review assignment 3 and see if there are ways within the class to give more concrete examples of application to support students in their efforts to apply the concepts to teaching practices.
Dept - (SSH) Child Development	CD68_SLO_1	Examine the development of social identities in diverse societies comparing oppression and privilege as they apply to young children, families and early childhood programs.	For future enhancement measures, the teacher should provide an example of what this assignment looks like. Maybe even have a worksheet or handout that describes what are some examples of issues of social identity, systemic oppression, and teaching effectiveness. It is important for students who do not work in a classroom setting to understand what teaching effectively looks like.
Dept - (SSH) Child Development	CD77_SLO_1	Apply research strategies and techniques to complete a proposed project of study.	See Attachment
Dept - (SSH) Economics	ECON1_SLO_2	Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.	Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions
Dept - (SSH) Economics	ECON1_SLO_2	Demonstrate a basic understanding of the workings of the	Need to have more dialogue within the department about the diversity

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Economics	ECON1_SLO_2	US Economy and its institutions in a Global Context.	across questions and the level of difficulty.
Dept - (SSH) Economics	ECON1_SLO_2	Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.	Plan is to slightly modify the course evaluation procedure to make it more smooth.
Dept - (SSH) Economics	ECON1_SLO_2	Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context.	Target met in all sections. Develop more critical analysis method of assessment.
Dept - (SSH) Economics	ECON1_SLO_3	Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives	Based on the detailed analysis of SLO#3, we are requesting more monetary resources for making photocopies so that review sheets, practice questions for group activities can be printed for all students. This would encompass all students in the class and will lead to better success rates for all students and not just a few who can print the material on their own.
Dept - (SSH) Economics	ECON1_SLO_3	Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives	Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions
Dept - (SSH) Economics	ECON1_SLO_3	Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives	Plan is to slightly modify the course evaluation procedure to make it more smooth.
Dept - (SSH) Economics	ECON1_SLO_3	Critique existing economic theories about Business Cycles in Light of historical and current economic perspectives	Target met in all sections. Develop more critical analysis method of assessment.
Dept - (SSH) Economics	ECON1_SLO_4	Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.	Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions.
Dept - (SSH) Economics	ECON1_SLO_4	Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.	For addressing the fiscal policy component in depth concern, more practice and time will be devoted through online component of the course.
Dept - (SSH) Economics	ECON1_SLO_4	Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.	Target met in all sections. Develop more critical analysis method of assessment.
Dept - (SSH) Economics	ECON1_SLO_4	Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth.	We need more financial resources for our printing needs so that all students get enough in class practice for the group assignments.
Dept - (SSH) Economics	ECON2_SLO_1	Evaluate whether market efficiency exists using the model of supply and demand.	Need to have more dialogue within the department about the diversity across questions and the level of difficulty.
Dept - (SSH) Economics	ECON2_SLO_1	Evaluate whether market efficiency exists using the model of supply and demand.	Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions.
Dept - (SSH) Economics	ECON2_SLO_1	Evaluate whether market efficiency exists using the model of supply and demand.	The plan is to aim the questions even more specific to this SLO. For one of the sections, a short paper results will also be used in the next phase to assess this SLO in addition to the multiple choice questions.

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Dept - (SSH) Economics	ECON2_SLO_1	Evaluate whether market efficiency exists using the model of supply and demand.	The shortfall in Short essay reflects the need for more feedback. Here, an Instructional Associate providing continuous feedback for students to hone their critical analysis skills for short essays would be really helpful.
Dept - (SSH) Economics	ECON2_SLO_2	Students will demonstrate the knowledge about how markets work and what happens in the presence of market imperfections.	Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions.
Dept - (SSH) Economics	ECON2_SLO_2	Students will demonstrate the knowledge about how markets work and what happens in the presence of market imperfections.	Need to have more dialogue within the department about the diversity across questions and the level of difficulty.
Dept - (SSH) Economics	ECON2_SLO_2	Students will demonstrate the knowledge about how markets work and what happens in the presence of market imperfections.	The short essay is an important component of critical thinking. The post assessment cycle meeting revealed the need for more feedback for students. This suggests the need for additional resources to achieve this objective.
Dept - (SSH) Economics	ECON2_SLO_3	Apply the tools of 'Economic Analysis' to understand human interaction and social issues ranging from business strategic decision making to economics of global warming.	Emphasize basic skills and workshops like How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions.
Dept - (SSH) Economics	ECON2_SLO_3	Apply the tools of 'Economic Analysis' to understand human interaction and social issues ranging from business strategic decision making to economics of global warming.	Need to have more dialogue within the department about the diversity across questions and the level of difficulty.
Dept - (SSH) Economics	ECON2_SLO_3	Apply the tools of 'Economic Analysis' to understand human interaction and social issues ranging from business strategic decision making to economics of global warming.	Since the success criterion for this SLO was not met as described above, several options especially in relation to course evaluation procedure can be and will be explored. These could include more intense practice assignments. The end of the term paper results could also be part of this SLO assessment .
Dept - (SSH) Economics	ECON2_SLO_4	Develop a critical way of thinking to make optimal decisions in everyday life using marginal benefit, marginal cost concepts.	Emphasize basic skills and workshops like: How to take tests with less stress. How to avoid careless mistakes on multiple choice questions. Introduce an online assessment tool for more practice with answering multiple choice questions.
Dept - (SSH) Economics	ECON2_SLO_4	Develop a critical way of thinking to make optimal decisions in everyday life using marginal benefit, marginal cost concepts.	Need to have more dialogue within the department about the diversity across questions and the level of difficulty.
Dept - (SSH) Economics	ECON2_SLO_4	Develop a critical way of thinking to make optimal decisions in everyday life using marginal benefit, marginal cost concepts.	To improve the efficacy of the success criterion for this SLO in one of the section, more focused assignments will be used in the future assessment.
Dept - (SSH) Geography	GEO1_SLO_1	Demonstrate understanding of the scientific method by identifying theories, evidence and hypotheses to explain earth processes and the impact of humans on the environment.	There are no recommendations for modifying this SLO assessment at this time. A great majority of the students are successful in identifying the plate boundary interactions using maps, graphics and text analysis so we plan on continuing with this assessment.

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Dept - (SSH) Geography	GEO1_SLO_2	Explain the causes of seasonal changes and differentiate between seasons in the Northern and Southern Hemispheres.	Give students practice worksheets so that they have enough opportunity to work with the visual representations. Have students work in pairs or small groups so they can learn from each other.
Dept - (SSH) Geography	GEO1_SLO_2	Explain the causes of seasonal changes and differentiate between seasons in the Northern and Southern Hemispheres.	We will keep this assessment, but will continue to give students practice worksheets so that they have enough opportunity to work with the visual representations. Have students work in pairs or small groups so they can learn from each other.
Dept - (SSH) Geography	GEO1_SLO_3	Synthesize and apply weather and climate variables.	Continue to use small group exercises in class so students can practice with climate graph interpretation. They have an opportunity to clarify questions before the actual graded assignment thus enhancing their chances of completing the assignment successfully.
Dept - (SSH) Geography	GEO1_SLO_3	Synthesize and apply weather and climate variables.	Keep a practice worksheet and/or group activity during class time so students can present their findings about temperature control factors with other groups.
Dept - (SSH) Geography	GEO10_SLO_1	Students will be able to identify and apply geographic themes to describe the major geographic regions of the world.	There are no recommended action(s) for this SLO. It is intended that continued use of this examination format will continue since results are successful and students are clearly able to identify and apply geographic themes to describe major geographic regions of the world.
Dept - (SSH) Geography	GEO10_SLO_3	Students will be able to demonstrate understanding of the dynamics of population change, resource distribution, global economics and culture, and political conflicts in designated regions.	I may try this activity in a different geo-region to see if it gets more interest and participation.
Dept - (SSH) Geography	GEO4_SLO_1	Map global variations in human cultures and analyze the origins and diffusion of those cultures.	This is a well crafted essay question with several sessions dealing with this topic so that students have opportunities to work on through lecture, group discussion and exercise and mapping. I recommend continuing with this format since most students are able to write quality essay answers.
Dept - (SSH) Geography	GEO4_SLO_1	Map global variations in human cultures and analyze the origins and diffusion of those cultures.	Use the same template for all the religions so that students can use that worksheet to prepare for the essay answer on the mid term.
Dept - (SSH) Geography	GEO4_SLO_2	Analyze global demographic trends and patterns and their relation to other elements of culture.	Works better when two countries with contrasting levels of development are paired so students can understand the differences in demographic data such as birth rates, death rate and growth rates.
Dept - (SSH) Geography	GEO4_SLO_3	Apply knowledge of cultural differences and resource distribution to possible solutions of global, regional and local conflicts.	The plan is to continue with this essay question format. It works because students have worksheets of questions accompanying the readings and films so they have enough materials for their essays.
Dept - (SSH) History	HIST17A_SLO_1	Students will demonstrate and apply knowledge of Colonial era through 1800 U.S. to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.	None recommended
Dept - (SSH) History	HIST2_SLO_1	Students will demonstrate and apply knowledge of historical and various other disciplinary approaches to the study of California, and based on these approaches, will	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) History	HIST2_SLO_1	assess the challenges of public policy decision-making in California.	to complete) the reading and writing requirements necessary to do well in college-level courses.
Dept - (SSH) History	HIST2_SLO_1	Students will demonstrate and apply knowledge of historical and various other disciplinary approaches to the study of California, and based on these approaches, will assess the challenges of public policy decision-making in California.	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses. To help expedite student progress toward degrees, certificates, and transferring, realistic and specific reading and writing requirements should also be required during a student's first quarter and first year, unless the student has placed out through an assessment test or its equivalent.
Dept - (SSH) History	HIST2_SLO_2	Students will demonstrate the capacity to critically engage, evaluate, and employ primary and secondary source materials in the area of California Studies and to construct historical analyses based on these materials.	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses.
Dept - (SSH) History	HIST3A_SLO_1	Students will demonstrate and apply knowledge of the earliest World history through 750 CE to construct defensible statements of meaning and evaluation about this period's developments.	Students' knowledge of African and Middle Eastern geography, from Egypt and Mesopotamia (present-day Iraq) to Kush Nubia and West Africa in the early period of world history, were emphasized in order for students to consider the importance of these civilizations in the past and their relevance to current historical debates.
Dept - (SSH) History	HIST3A_SLO_2	Students will identify, critically evaluate, and interpret primary documents from the earliest World history through 750 CE to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.	Examination of global geography and cross-cultural trade in relation to environmental issues was an added component in further exploration of this issue in world history.
Dept - (SSH) History	HIST3C_SLO_1	Students will demonstrate and apply knowledge of World history from 1750 CE to the present to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.	Students' knowledge of African, Asian, Middle Eastern, European, American, and additional parts of the globe were further emphasized in lectures and exams in order for students to consider the importance of diverse civilizations in the past and their relevance to current historical debates.
Dept - (SSH) History	HIST3C_SLO_2	Students will identify, critically evaluate, and interpret World history primary documents from 1750 to the present to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses.
Dept - (SSH) History	HIST9_SLO_1	Students will demonstrate and apply knowledge of colonial and U.S. women's history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and wiring requirements necessary to do well in

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) History	HIST9_SLO_1		college-level courses.
Dept - (SSH) History	HIST9_SLO_2	Students will identify, critically evaluate, and interpret primary documents from colonial and U.S. women's history to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.	Student learning outcomes at the community college level could be vastly improved by instituting prerequisites on a statewide basis and ensuring that all entering students have completed (and have access and guidance to complete) the reading and writing requirements necessary to do well in college-level courses.
Dept - (SSH) Humanities	HUMI1_SLO_1	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	Instructors will continue to create opportunities, through in and out-of-class assignments, for students to develop their abilities in order to cultivate the capacity for personal and social change.
Dept - (SSH) Humanities	HUMI1_SLO_1	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	The primary strategy that will be utilized to improve student success will be a more efficient emphasis to the students on the importance of the project in the demonstration of their success in the course. More time needs to be taken when the assignment is made to emphasize the social change component of the assignment and to offer students the chance to collectively strategize.
Dept - (SSH) Humanities	HUMI1_SLO_2	Cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement.	Instructors will continue to create opportunities, through in and out-of-class assignments, for students to develop their abilities in order to cultivate the capacity for personal and social change.
Dept - (SSH) Humanities	HUMI1_SLO_2	Cultivate and demonstrate an awareness of the power of creativity and the potential of the creative process through direct involvement.	Three strategies will be utilized to enhance student success. 1. The SLO will be clearly explained to students at the beginning of the quarter and will be revisited throughout the quarter. 2. CATs (Classroom Assessment Techniques) will be used periodically throughout the quarter to measure student progress. 3. Students will prepare for their assessment by doing in class writing and discussion.
Dept - (SSH) Humanities	HUMI10_SLO_1	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	Have mentioned and illustrated required text several times during the quarter. Designated a whole class period to focus on the aspect that is crucial to this question. Will use several examples before the final. Change by reducing the amount of material covered on the final exam. Next year, supplemental material will be a part of the text for the course.
Dept - (SSH) Humanities	HUMI10_SLO_2	Students will facilitate understanding between persons of various religious traditions.	1. Share results with students; 2. Discuss culture/religion and opinion versus religious beliefs; 3. Discuss the fear of controversy in relation to obstacles to Critical Thinking and 4. Model an acceptable approach.
Dept - (SSH) Humanities	HUMI20_SLO_1	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	It did become clear that more time needs to be spent helping the students to understand the purpose of the project. Many did not choose pieces that were engaging for their own interests. When the assignment is given, a discussion on the reasoning behind the exercise could be given to give the students a better understanding of how they should approach it.
Dept - (SSH) Humanities	HUMI20_SLO_2	Evaluate the impact of other cultures on Greek society.	More time needs to be spent helping the students understand the importance of the critical thinking component of the assignment. It could

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Humanities	HUMI20_SLO_2	Evaluate the impact of other cultures on Greek society.	be more effective to have a weekly discussion of the blog responses at the beginning and end of each week.
Dept - (SSH) Humanities	HUMI20_SLO_3	Demonstrate how Greek culture has influenced the world.	It did become clear that more emphasis needs to be spent helping the students to understand the initial phase of the project. Many did not think carefully before choosing which modern day pieces to analyze. When the assignment is given a discussion on the reasoning behind the exercise could be given to give the students a better understanding of how they should approach it.
Dept - (SSH) Humanities	HUMI5_SLO_1	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	Simplify or change the assignment.
Dept - (SSH) Humanities	HUMI5_SLO_2	Students will identify, facilitate, and communicate the various components of storytelling among the different ethnic groups within the United States during the 20th and 21st centuries.	I think adding an additional compare and contrast segment to this question would be particularly insightful.
Dept - (SSH) Humanities	HUMI6_SLO_1	Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change.	The primary strategy that will be utilized to improve student success will be a more efficient emphasis to the students on the importance of the project in the demonstration of their success in the course. More time needs to be taken when the assignment is made to emphasize the social change component of the assignment and to offer students the chance to collectively strategize.
Dept - (SSH) Humanities	HUMI6_SLO_2	Students will interpret the value and meaning of the "texts" of popular culture in order to characterize the functions of pop culture media as not only entertainment but political and social commentary and artifacts of historical context.	Three strategies will be utilized to enhance student success. 1. The SLO will be clearly explained to students at the beginning of the quarter and will be revisited throughout the quarter. 2. CATs (Classroom Assessment Techniques) will be used periodically throughout the quarter to measure student progress. 3. Students will prepare for their assessment by doing in class writing and discussion.
Dept - (SSH) Paralegal Studies	PARA86_SLO_2	Apply correct sources of law to hypothetical fact scenerios.	Continue to use methods of teaching found effective in this course. Expanded similar exercises with all material in class.
Dept - (SSH) Paralegal Studies	PARA89_SLO_2	Outline the procedures for prosecuting an Unlawful Detainer action in California.	We will place more emphasis on the need to pay very close attention to detail and review their work prior to submission
Dept - (SSH) Paralegal Studies	PARA91A_SLO_2	Compare and contrast the various legal avenues available for the formation and dissolving of marriages in California.	More emphasis will be placed on the need to pay very close attention to detail and review work before submission.
Dept - (SSH) Paralegal Studies	PARA92A_SLO_3	Recommend the correct course of action based on hypothetical fact scenerios regarding business formation.	Attention to detail and admonishment to follow directions is always stressed prior to assigning project. I will establish set times for students to come in and obtain review of their work prior to completion and submission.
Dept - (SSH) Paralegal Studies	PARA96A_SLO_2	Demonstrate the ability to locate and analyze various substantative and procedural laws.	The method of instruction is successful and does not need change.
Dept - (SSH) Paralegal	PARA96B_SLO_1	Demonstrate the ability to indentfy and locate legal	Continue with in class exercises and research fro statute of limitations on

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Studies	PARA96B_SLO_1	sources using electronic research.	other areas like breach of contract, negligence etc. Student should be able to locate fraud SOL based on in class research practice.
Dept - (SSH) Paralegal Studies	PARA96C_SLO_2	Identify and locate various free sources for legal information on the internet.	none
Dept - (SSH) Paralegal Studies	PARA97A_SLO_1	Demonstrate knowledge of both pre- and post-commencement of litigation procedures and rules.	The exam was the students' first exposure to a long fact pattern. I predict greater success in the future with a "practice" run.
Dept - (SSH) Paralegal Studies	PARA97B_SLO_1	Demonstrate knowledge of civil discovery rules, procedures and pleadings.	none
Dept - (SSH) Paralegal Studies	PARA99_SLO_1	Demonstrate an understanding of the substantive legal principles regulating California Probate Proceedings.	Continue to lecture-provide students key information on essential points of law related to the Probate Process
Dept - (SSH) Paralegal Studies	SLO1	Compare and contrast the working environments along with the usage of paralegals in public and private organizations	None required
Dept - (SSH) Philosophy	PHIL1_SLO_1	Identify and articulate philosophical problems pertaining to the nature of knowledge and reality.	In the next iteration of the course, students will be prompted to consider content questions like these more explicitly in a homework journal, to be completed throughout the quarter.
Dept - (SSH) Philosophy	PHIL1_SLO_2	Compare approaches and attempted solutions to these problems from a variety of philosophical traditions.	No enhancement seems needed at this time with respect to this SLO, though we will of course monitor any changes in future assessments.
Dept - (SSH) Philosophy	PHIL1_SLO_3	Defend an original position on at least one philosophical issue.	In future iterations of the course, a greater emphasis will be placed on explicitly anticipating objections to individual opinions and arguments. This can easily be achieved during in-class discussions, where the instructor can model the process of anticipating objections.
Dept - (SSH) Philosophy	PHIL1_SLO_4	Describe the relevance of epistemological and metaphysical problems to contemporary popular concerns.	We will continue to survey students, in the hopes that helpful suggestions for further enhancing this learning outcome will emerge.
Dept - (SSH) Philosophy	PHIL10_SLO_1	Identify and analyze philosophical problems pertaining to the nature of democracy.	None at this time. The course has proven difficult to assess, as we cannot consistently find faculty who are willing to provide data. This may result in canceling the course in the future.
Dept - (SSH) Philosophy	PHIL10_SLO_2	Analyze and assess texts relevant to philosophy and democracy.	None at this time.
Dept - (SSH) Philosophy	PHIL10_SLO_3	Articulate and defend their own position on at least one philosophical issue related to democracy.	None.
Dept - (SSH) Philosophy	PHIL10_SLO_4	Demonstrate an application of these tools to their own actions and decisions.	None.
Dept - (SSH) Philosophy	PHIL14B_SLO_1	Identify and assess the central figures, questions and themes of philosophy in Chinese traditions.	I think that in light of this learning objective I emphasized certain learning strategies that I may not have otherwise encouraged as strongly. For example, I reviewed concepts more frequently and comprehensively. I emphasized comparative techniques and encouraged students to interrelate the various figures and themes that we studied.
			I believe that this student learning outcome is very important. I will think

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Dept - (SSH) Philosophy	PHIL14B_SLO_1	Identify and assess the central figures, questions and themes of philosophy in Chinese traditions.	of ways to boost my performance in respect to this objective.
Dept - (SSH) Philosophy	PHIL14B_SLO_2	Assess and analyze arguments and approaches to philosophical problems as found in Chinese philosophical texts.	I am considering making this a paper topic rather than an essay question. By doing so I might be able to assess a student more comprehensively.
Dept - (SSH) Philosophy	PHIL14B_SLO_3	Articulate and defend one's own stance on at least one philosophical problem, figure or theory from Chinese traditions.	I was happy with this SLO. No recommendations at this time.
Dept - (SSH) Philosophy	PHIL14B_SLO_4	Exhibit an application of the concepts learned in this class to one's own existence in the world.	In accordance with other philosophy department SLOs, the faculty agreed to alter this as follows: "Demonstrate the ability to apply the concepts learned in this class to one's own existence in the world."
Dept - (SSH) Philosophy	PHIL2_SLO_1	Identify and analyze the philosophical problems pertaining to social and political philosophy.	The next iteration of this course (especially the next FYE iteration) will feature a greater emphasis on identifying key concepts from course readings. We may also change the pace of the reading schedule to allow students an opportunity to engage with readings more slowly.
Dept - (SSH) Philosophy	PHIL2_SLO_2	Analyze and assess solutions to these problems from multiple philosophical positions.	For our next assessment, we will consider strategies for more directly investigating students' abilities to apply theories to a real-world dilemma.
Dept - (SSH) Philosophy	PHIL2_SLO_3	Articulate and defend your own position on at least one issue in social and political philosophy.	We will consider strategies and in-class activities for more clearly modeling the process of anticipating and addressing objections.
Dept - (SSH) Philosophy	PHIL20A_SLO_1	Identify and assess the central figures, questions and themes of ancient philosophy in the western tradition.	To enhance student understanding of ancient figures and theories, it may be a good idea to spend more time looking at applications of these theories to modern issues (when applicable). Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in contemporary society.
Dept - (SSH) Philosophy	PHIL20A_SLO_2	Assess and analyze arguments and approaches to philosophical problems as found in ancient philosophical texts.	I think that small group discussions could be very useful as so many students come from such diverse backgrounds.
Dept - (SSH) Philosophy	PHIL20A_SLO_3	Articulate and defend one's own stance on at least one ancient philosophical problem, figure or theory.	The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor's time and focus. Large sections (in this case, 60+ students) make this extremely taxing.
Dept - (SSH) Philosophy	PHIL20A_SLO_4	Exhibit an application of the concepts learned in this class to one's own existence in the world.	None at this time.
Dept - (SSH) Philosophy	PHIL20B_SLO_1	Identify and assess the central figures, questions and themes of early modern philosophy in the western tradition.	To enhance student understanding of basic moral theories, it may be a good idea to spend more time looking at applications of these theories to standard moral problems. Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in moral deliberation. Small-group discussions will be employed during the next iteration of the course in attempt to facilitate this enhancement.
Dept - (SSH) Philosophy	PHIL20B_SLO_2	Assess and analyze arguments and approaches to philosophical problems as found in early modern	Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Philosophy	PHIL20B_SLO_2	philosophical texts.	<p>development as analysts of philosophical concepts. I intend to continue with this practice in future sections.</p> <p>The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor?s time and focus. Large sections (in this case, 60+ students) make this extremely taxing. It has been document in several informal student surveys that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment?and that this lower enrollment is attributed in large part to the additional efforts that English instructors purportedly must put into the grading of written assignments?it seems that our paper-centered courses would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.</p>
Dept - (SSH) Philosophy	PHIL20B_SLO_3	Articulate and defend one's own stance on at least one early modern philosophical problem, figure or theory.	<p>Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections. While some improvement was observed, the improvement was less dramatic than the improvement for SLO #2. There are several possible explanations for this. One pertains to the difficulty of constructing the arguments offered by other thinkers. If this is the case, then it would seem that student learning would benefit from at least one more argument-centered writing assignment in the course. As explained in the next column, however, current enrollment limits make this logistically impossible.</p> <p>The Kind of extensive comments needed to bring about these kinds of improvements requires a great deal of the instructor?s time and focus. Large sections (in this case, 60+ students) make this extremely taxing. It has been document in several informal student surveys that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment?and that this lower enrollment is attributed in large part to the additional efforts that English instructors purportedly must put into the grading of written assignments?it seems that our paper-centered courses would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Philosophy	PHIL20B_SLO_4	Exhibit an application of the concepts learned in this class to one's own existence in the world.	<p>The SLO will need to be revised as follows: ?Demonstrate the ability to apply philosophical thinking to one?s own personal decision making.? To further enhance the extent to which this SLO is met, it would be a good idea to include more ?argument paper? assignments into the course outline. As explained in previous remakes, however, current enrollment limits make this logistically unfeasible.</p> <p>Course enrollment limits should be lowered or more sections offered.</p>
Dept - (SSH) Philosophy	PHIL3_SLO_1	Identify and analyze a variety of rhetorical and argumentative techniques.	To enhance student understanding of argumentative techniques and rhetorical structures within the text, I will spend more time in class going over the parts of arguments and the ways in which premises support (or fail to support) a conclusion. In so doing, my hope is that a more comprehensive understanding of the techniques will arise.
Dept - (SSH) Philosophy	PHIL3_SLO_2	Analyze and assess a variety of rhetorical and argumentative texts.	Substantial improvement could be obtained by studying more examples and moving through the material more slowly. In the future I will works towards building students' skill set and knowledge of arguments as they occur in texts. I will work towards integrating analysis in examples to analysis in texts.
Dept - (SSH) Philosophy	PHIL3_SLO_3	Develop your own complex arguments.	Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development in analyzing arguments. I intend to continue with this practice in future sections.
Dept - (SSH) Philosophy	PHIL3_SLO_4	Demonstrate an application of these tools to one's own actions and decisions.	Not Sure. I recommend dropping this SLO or rewording it.
Dept - (SSH) Philosophy	PHIL30 SLO 1	Identify and assess the central figures, questions and themes of existential philosophy	I am not sure how this outcome could have been enhanced, as I was overjoyed, excited, and very pleased with this SLO outcome. I think that in the future, as I teach more sections of this class I will discover a broader range of success and, thus, exploring enhancements will be necessary.
Dept - (SSH) Philosophy	PHIL30 SLO 2	Analyze and evaluate existential concepts / questions / issues and themes from a variety of traditions.	Perhaps in future courses I can find ways for students to engage in a multiplicity of cross-culture studies.
Dept - (SSH) Philosophy	PHIL30 SLO 3	Articulate and defend a personal stance on at least one of these questions and/or traditions.	No recommendations at this time.
Dept - (SSH) Philosophy	PHIL30 SLO 4	Formulate an application of this discourse to one's own personal decision making.	No recommendations for this SLO.
Dept - (SSH) Philosophy	PHIL4_SLO_1	Identify and analyze a variety of rhetorical and argumentative techniques	<p>Future iterations of the course will focus more carefully on identifying persuasive techniques in lengthy media (news reports, textual passages, speeches). The section assessed here focused primarily on brief persuasive passages, which may not be as effective in cultivating student understanding.</p> <p>This course is taught more frequently than any other in the department,</p>

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Philosophy	PHIL4_SLO_1	Identify and analyze a variety of rhetorical and argumentative techniques	and is unfortunately offered in classrooms featuring inconsistent technological capabilities. Multimedia argumentative assessment is easy to facilitate in 'smart classrooms', but more difficult in lesser-equipped rooms (such as L28). The instructor continues to develop 'work around' strategies to deal with this, but installing a media cabinet in L28 would help significantly here.
Dept - (SSH) Philosophy	PHIL4_SLO_2	Analyze and assess a variety of rhetorical and argumentative texts	Formal reasoning will be approached differently in future sections of the course. The instructor suspects that this kind of reasoning differs considerably from the kind of 'critical thinking' to which students are accustomed, and intends to experiment with different methods of introducing validity.
Dept - (SSH) Philosophy	PHIL4_SLO_3	Develop your own complex arguments	Future sections of the course will alter the 'bottled water' assignment to include a detailed rubric, according to which student arguments will be assessed on the criteria of originality, coherence, and susceptibility to critical objections. This will facilitate the collection of data to better measure the SLO.
Dept - (SSH) Philosophy	PHIL4_SLO_4	Demonstrate an application of these tools to one's own actions and decisions	During our discussion of the assessment, the faculty agree to amend the SLO as follows: "Demonstrate the ability to apply these tools to your own actions and decisions."
Dept - (SSH) Philosophy	PHIL7_SLO_1	Identify and understand the translation of linguistic statements into symbolic notation.	Discussions with my colleagues about this suggest that it may be a good idea to scale back the scope of student work in predicate translations. Because of the accelerated pace of the quarter system, it may be appropriate to focus exclusively on single-place predicate translations, as multi-place predicates seemed to cause most of the problems here. I plan to follow this recommendation in the next section of PHIL07 that I teach, and will introduce multi-place translations only in the event that students exhibit mastery over single-place predicates.
Dept - (SSH) Philosophy	PHIL7_SLO_1	Identify and understand the translation of linguistic statements into symbolic notation.	We will keep this model of predicate-translation instruction for now, and use the time that it 'frees up' in the quarter to focus on more rigorous deductive proofs.
Dept - (SSH) Philosophy	PHIL7_SLO_2	Demonstrate an understanding of the proof differences between valid and invalid argument forms.	I introduced truth tables after introducing the rules of formal proof, and believe that scores may further improve if I reverse this order. I plan to try introducing truth tables first, in an effort to see if students better understand both truth tables and formal proofs.
Dept - (SSH) Philosophy	PHIL7_SLO_3	Exhibit analytical skills by demonstrating ability to perform multi-step deductive proofs.	I would like scores to be higher on the exams with respect to proofs. As indicated in my enhancement for SLO#2, I believe that by introducing truth tables before introducing the proof rules for the operators, understanding of the latter will improve the next time I teach the course.
Dept - (SSH) Philosophy	PHIL7_SLO_4	Demonstrate the ability to distinguish the deductive inferential function from the inductive inferential function in scientific methods.	I believe that I spent less time addressing this SLO than the others because of a belief that it would be more readily achieved. My results indicate that this is not the case, and that it will be a good idea to spend a few extra days reviewing examples of inductive arguments. I suspect that this will improve student performance considerably.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Philosophy	PHIL8_SLO_1	Identify and analyze central questions about right action and/or the good life.	To enhance student understanding of basic moral theories, it may be a good idea to spend more time looking at applications of these theories to standard moral problems. Applications already are a major feature of the course, but I suspect that discussions could more explicitly address the role that these theories play in moral deliberation. Small-group discussions will be employed during the next iteration of the course in attempt to facilitate this.
Dept - (SSH) Philosophy	PHIL8_SLO_2	Analyze and assess arguments and approaches to these questions from a variety of traditions.	<p>Informal student surveys suggest that the extensive comments given on their papers was the most significant factor contributing to their development as analysts of philosophical concepts. I intend to continue with this practice in future sections.</p> <p>The kind of extensive comments needed to bring about these requires a great deal of the instructor's time and focus. Large sections (in this case, 50 students) make this extremely taxing. It has been documented in several informal student surveys, that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment--and that this lower enrollment is attributed in large part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.</p>
Dept - (SSH) Philosophy	PHIL8_SLO_3	Articulate and defend a personal stance on at least one of these questions and/or traditions.	<p>The kind of extensive comments needed to bring about these requires a great deal of the instructor's time and focus. Large sections (in this case, 50 students) make this extremely taxing. It has been documented in several informal student surveys, that these comments far exceed the rigor and detail of comments given in English/Language Arts courses. Given that those courses typically hold a much lower maximum enrollment--and that this lower enrollment is attributed in large part to the additional effort that English instructors purportedly must put into the grading of written assignments--it seems that our paper-centered courses (including PHIL08) would benefit tremendously from lower enrollments. It is recognized that the institution strives to accommodate as many students as possible. In a case like this, however, high enrollment limits deeply compromise the pedagogical soundness of the courses themselves.</p>
Dept - (SSH) Philosophy	PHIL8_SLO_4	Formulate an application of this discourse to one's own personal decision making.	The SLO will need to be revised as follows: "Demonstrate the ability to apply moral thinking to one's own personal decision making." To further enhance the extent to which this SLO is met, it would be a good idea to include more 'argument paper' assignments into the course outline. As explained in previous remarks, however, current enrollment limits make this logistically unfeasible.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Political Science	POLI1_SLO_1	Students will evaluate how political decisions are shaped by institutions and processes.	We might consider asking a range of questions pertaining to the institutions and processes of political decision-making.
Dept - (SSH) Political Science	POLI1_SLO_1	Students will evaluate how political decisions are shaped by institutions and processes.	The goal here will be to increase the percentage of students who can evaluate how political decisions are shaped by institutions and processes.
Dept - (SSH) Political Science	POLI1_SLO_1	Students will evaluate how political decisions are shaped by institutions and processes.	We might consider asking a range of questions pertaining to the institutions and processes of political decision-making.
Dept - (SSH) Political Science	POLI1_SLO_2	Students will assess the impact of political decisions on individuals and groups.	The goal here will be to increase the percentage of students who can assess the impact of political decisions on individuals and groups.
Dept - (SSH) Political Science	POLI1_SLO_2	Students will assess the impact of political decisions on individuals and groups.	We should consider asking a question that directly addresses the differential impact of political decisions in future pre- and post-surveys.
Dept - (SSH) Political Science	POLI1_SLO_3	Students will demonstrate the capacity to effectively participate in the political process.	The goal here will be to increase the percentage of students who can demonstrate the capacity to effectively participate in the political process.
Dept - (SSH) Political Science	POLI1_SLO_3	Students will demonstrate the capacity to effectively participate in the political process.	We might consider asking an even more direct question regarding political efficacy.
Dept - (SSH) Political Science	Poli15_SLO_1	Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.	Begin working on outreach and add in reflection items to curriculum
Dept - (SSH) Political Science	Poli15_SLO_2	Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.	Work on both outreach efforts and building in enhancements based on reflection.
Dept - (SSH) Political Science	Poli15_SLO_3	Students will identify, critically evaluate, and compare contemporary legacy of migration histories.	Build in reflection findings to curriculum and improve outreach efforts.
Dept - (SSH) Political Science	Poli16_SLO_1	Students will investigate and identify key events and experiences of major social protest movements since the 1960's.	Greater recruitment efforts prior to the beginning of the term would help create an overall stronger pool of students at the start of the course. We plan to engage in a series of activities to make the class better known to students including: distributing flyers, outreach through counselors, creating a more predictable schedule for the class so that students can plan for the coming year, outreach in lower level Political Science courses, and perhaps changing the title of the course to make the content more attractive and clear to students. In addition, I plan to engage in earlier intervention with students who are not performing well, documenting in writing a more clear path to success for them.
Dept - (SSH) Political Science	Poli16_SLO_2	Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class and gender.	Greater recruitment efforts prior to the beginning of the term would help create an overall stronger pool of students at the start of the course. We plan to engage in a series of activities to make the class better known to students including: distributing flyers, outreach through counselors, creating a more predictable schedule for the class so that students can plan for the coming year, outreach in lower level Political Science courses, and perhaps changing the title of the course to make the content more attractive and clear to students. In addition, I plan to engage in earlier intervention with students who are not performing well, documenting in writing a more clear path to success for them.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Political Science	Poli16_SLO_3	Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.	Greater recruitment efforts prior to the beginning of the term would help create an overall stronger pool of students at the start of the course. We plan to engage in a series of activities to make the class better known to students including: distributing flyers, outreach through counselors, creating a more predictable schedule for the class so that students can plan for the coming year, outreach in lower level Political Science courses, and perhaps changing the title of the course to make the content more attractive and clear to students. In addition, I plan to engage in earlier intervention with students who are not performing well, documenting in writing a more clear path to success for them.
Dept - (SSH) Political Science	Poli17_SLO_1	Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.	I would like to talk to the department about adjusting the outcomes to better reflect the strengths of the particular class.
Dept - (SSH) Political Science	Poli17_SLO_2	Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.	I would like to talk with the department about adjusting the outcomes to better reflect the strengths of the particular class.
Dept - (SSH) Political Science	Poli17_SLO_3	Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.	I would like to talk with the department about adjusting the outcomes to better reflect the strengths of the particular class.
Dept - (SSH) Political Science	POLI2_SLO_1	Students will compare and evaluate how political decisions are shaped by institutions and processes in various political systems.	In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment.
Dept - (SSH) Political Science	POLI2_SLO_1	Students will compare and evaluate how political decisions are shaped by institutions and processes in various political systems.	We should consider evaluating this SLO on a pre- and post-course basis.
Dept - (SSH) Political Science	POLI2_SLO_2	Students will compare and assess the impact of political decisions on individuals and groups in various political systems.	In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment.
Dept - (SSH) Political Science	POLI2_SLO_2	Students will compare and assess the impact of political decisions on individuals and groups in various political systems.	We should consider evaluating this SLO on a pre- and post-course basis.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Political Science	POLI2_SLO_3	Students will appraise how participation in the political process varies across political systems.	In future poli 2 classes, I intend to utilize a broader range of assessment techniques in addition to exam questions. Comparative Politics students engage in a variety of writing assignments and an extensive research paper, in addition to exams. Revising the content of lectures and assignments to more fully incorporate SLOs will enable them to be used to assess SLOs as well. In addition, more exam questions, perhaps looking at each SLO separately, would be a useful exercise in evaluating the validity of the assessment.
Dept - (SSH) Political Science	POLI2_SLO_3	Students will appraise how participation in the political process varies across political systems.	We should consider evaluating this SLO on a pre- and post-course basis.
Dept - (SSH) Political Science	POLI3_SLO_1	Students will evaluate how political decisions are shaped by institutions and processes in the international system.	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).
Dept - (SSH) Political Science	POLI3_SLO_2	Students will assess the impact of political decisions on states, groups, and individuals in the international system.	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).
Dept - (SSH) Political Science	POLI3_SLO_3	Students will demonstrate the capacity to effectively participate in international politics.	Student performance on this exam (and this question) suggests that the instructor needs to do more to promote understanding of the key goals for the class. Moreover, there is a need to break out responses on this question (and others) to determine which response(s) was considered correct by those students who has incorrect responses. Finally, it would be beneficial to include a broader range of assessment methods to more carefully evaluate student mastery of the SLOs for the class (e.g., writing assignments, essay questions, research papers, etc.).
Dept - (SSH) Political Science	POLI5_SLO_1	Students will evaluate the major paradigms of political thought filtered through views on human nature and the good society.	It would be worthwhile to examine more fully the SLOs for the course as a department to see if they meet our expectations for Poli 5 and fully support our program level outcomes.
Dept - (SSH) Political Science	POLI5_SLO_2	Students will demonstrate the capacity to critically analyze and apply political theory to contemporary issues.	It would be worthwhile to examine more fully the SLOs for the course as a department to see if they meet our expectations for Poli 5 and fully support our program level outcomes.
Dept - (SSH) Psychology	PSYC1_SLO_1	Describe the ways in which psychology is grounded in the scientific method.	Clarification of the different types of research methods; perhaps an additional assignment that focuses on the different types of methods is needed.

Unit Name	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)	Enhancement
Dept - (SSH) Psychology	PSYC1_SLO_1	Describe the ways in which psychology is grounded in the scientific method.	For the first part of this assessment, to increase the percentage to 80%, more emphasis on experiments is needed. Perhaps more homework or in-class work is needed.
Dept - (SSH) Psychology	PSYC24_SLO_1	Recognize and explain the research methods used specifically in psychobiological investigations and be able to understand when each is used and for what purpose.	The results suggest that my current teaching methods on this section are successful overall.
Dept - (SSH) Psychology	PSYC24_SLO_2	Describe the different processes that form the biological basis of behavior.	I think I may need to be more specific in the SLO statement.
Dept - (SSH) Psychology	PSYC24_SLO_3	Demonstrate understanding of the major structures and functions of the CNS.	<p>The results suggest that overall a majority of the students met this goal, however to make sure more students are meeting this goal, additional homework assignments will be assigned.</p> <p>Using sheep brains for demonstration purposes helps students learn in a hands-on way, instead of simply studying pictures; continued funding for the purchase of sheep brains is essential for this SLO.</p>
Dept - (SSH) Sociology	SOC1_SLO_1	The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.	We would like to implement pre- and post-test surveys. This survey only asked students to reflect back at the end of the quarter.
Dept - (SSH) Sociology	SOC5_SLO_1	The student will develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.	As a result of how complicated this qualitative measure was to make sense of, the department decided to try a quantitative measure in our next round of assessment. This was implemented during Spring 2012.
Dept - (SSH) Sociology	SOC5_SLO_2	The student will distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.	Because of the complexity of coding these qualitative measures, the department agreed to implement a quantitative measurement during the 2011-2012 academic year and did so.