

## Accounting

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<b>ACCTG101</b>	Ensure that the require Annual Report is assigned by all instructors
<b>ACCTG102</b>	Ensure that the required Manufacturing Project is assigned by all instructors
<b>ACCTG110</b>	Added a Quickbooks component to the course
<b>ACCTG120</b>	Added additional classes to meet student needs
<b>ACCTG121</b>	Change from Credit/No Credit to Credit class
<b>ACCTG130</b>	Ensure that the current version of quickbooks is installed on college computers
<b>ACCTG150</b>	Add to the winter to compliment VITA program
<b>ACCTG155</b>	Keep Actg 150 as prereq to keep quality high
<b>ACCTG156</b>	Continue online tax version for better monitoring of student prepared returns
<b>ACCTG157</b>	Give students more responsibility
<b>ACCTG160</b>	Keep same- no changes
<b>ACCTG165</b>	Addded Fraud contents for inclusion in Ethics units for CPA exam
<b>ACCTG170</b>	Offer class more often
<b>ACCTG175</b>	No Changes
<b>ACCTG180</b>	Changed it to face-to-face instead of online.
<b>ACCTG201</b>	Keep up with changes in IFRS
<b>ACCTG202</b>	Keep up with changes in IFRS
<b>ACCTG210</b>	Offer only as face to face in Spring n2015
<b>ACCTG220</b>	offer every other year
<b>ACCTG225</b>	Continue to offer every semester for CPA exam units
<b>ACCTG230</b>	Changed book to be inline with CPA exam topics
<b>ACCTG235</b>	No changes

## Admin of Justice

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<b>ADMJ 101</b>	SLOs reviewed
<b>ADMJ 103</b>	Powerpoint presentation added to the lecture format. Role-playing exercises increased.
<b>ADMJ 107</b>	This course is only taught once per year. No changes during the past year.
<b>ADMJ 110</b>	Textbook was changed to a newer addition.
<b>ADMJ 116</b>	The instructors share a portfolio of investigative reports and forms with students as an example of what is used in the field at a crime scene.
<b>ADMJ 117</b>	This course is taught only once per year. The textbook was updated.
<b>ADMJ 118</b>	The program was modified to make it more relevant and current.

## Report on Course Changes Due to SLO Assessments

<b>ADMJ 120</b>	No changes were indicated at this time.
<b>ADMJ 129</b>	A new textbook was introduced and the list of dangerous drugs was increased to reflect new drugs available on the street.
<b>ADMJ 134</b>	Course content was modified to focus on more practical and technical aspects of writing as opposed to theoretical.
<b>ADMJ 165</b>	The student practical exercises were increased to allow the students to participate in realistic exercises such as fingerprinting and crime scene searching. A new textbook was added which is of a more practical than theoretical nature.
<b>ADMJ 170</b>	Case studies were updated. Resources now available online.
<b>ADMJ 201</b>	New textbook edition
<b>ADMJ 202</b>	This is a new course which has not been assessed yet.
<b>ADMJ 203</b>	A new textbook was introduced to make the course more current and relevant. Course is only taught once per year.

## Alcohol/Drug Studies

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<b>AD ST050</b>	<p>SLO 1: Identify and show ability how to conduct individual and family group sessions. □90% of students mastered recognizing and comparing theoretical knowledge to health care delivery system, 5% were average and the remaining 5% below averageAttrition rate low and pass rate was high. □We will continue keep current standards and competencies. Some updating in new teaching methods will be explored and new research on subject will be integrated.□SLO 2: Evaluations by a supervisor from the center will focus on studentâ€™s participations and weaknesses and strengths in staff led clinical reviews.85% of students mastered the ability to participate as a team member on an internship level within an alcohol/drug treatment center, 10% were average and the remaining 5% below averageWe will continue keep current standards and competencies. Students will continue to participate in a meaningful manner in staff clinical reviews. Update to curriculum will be considered in assessment because of future accreditation.□SLO 3: Psychodrama in class on different levels of members associated with chemical dependency. Studentâ€™s strength measured by ability to be a facilitator.92% of students mastered the ability to conduct individual and family group sessions, 4% were average and the remaining 4% below average.We will continue keep current standards and competencies. Students will continue to integrate their skills from classroom knowledge to current therapeutic practice. Update to curriculum will be considered because of future accreditation.□</p>
<b>AD ST101</b>	<p>SLO 1: Experiential class discussion, quizzes, homework assignments, reading assignments, exams, midterm and final exam. This is an entry level foundational course into the ADST program. The only requirement is knowledge of reading and writing equivalent to Eng 120. About 10% of the students needed some remedial work. 65% of the students mastered the effects of alcohol/drug abuse on the body. 20% of remaining students did average and remaining 5% below average.Updating teaching methodologies as well as current data due to ever changing information available through research studies. Will continue with assessment method of students. Revisions will be updated per accreditation recommendations.□SLO 2: Experiential class discussion, quizzes, homework assignments, reading assignments, exams, midterm and final exam. This is an entry level foundational course into the ADST program. The only requirement is knowledge of reading and writing equivalent to Eng 120. About 10% of the students needed some remedial work. 70% of the students mastered the effects of alcohol/drug abuse on the body. 20% of remaining students did average and remaining 10% below average. Updating current data due to ever changing trends on the effects of alcohol. Will continue with assessment method of students. Revisions will be updated per accreditation recommendations.□SLO 3: Experiential class discussion, quizzes, homework assignments, reading assignments, exams, midterm and final exam This is an entry level foundational course into the ADST program. The only requirement is knowledge of reading and writing equivalent to Eng 120. About 10% of the students needed some remedial work. 70% of the students mastered the ability to identify the effects of alcohol dependence on various aspects of society and the family system. 20% of remaining students did average and remaining 10% below average. Refining teaching methodologies due to ever changing information available through research studies. Will continue with assessment method of students. Revisions will be updated per accreditation recommendations.□</p>

## Report on Course Changes Due to SLO Assessments

- AD ST103** SLO 1: Experiential class and group discussions, quizzes, homework assignments, media based research project, exams, midterm and final exam 75% of student mastered the ability to diagram and explain the bio-psycho-social perspective of the progression of alcohol and drugs. 15% of remaining students did average and remaining 10% below average. Will continue to review and update curriculum and teaching methodologies that are consistent with the state accepted competencies and standards of the Alcohol / Drug Counseling Profession. □ SLO 2; Experiential class and group discussions, quizzes, homework assignments, media based research project, exams, midterm and final 80% of students mastered the ability to describe the dynamics of early intervention and its relationship to effective treatment and rehabilitation. 10% of remaining students did average and remaining 10% below average. Current curriculum and teaching methodologies are being reviewed due to upcoming accreditation. The Competencies and standards need to in line with state current best practices in the Alcohol / Drug Counseling Profession. □ SLO 3: Experiential class and group discussions, quizzes, homework assignments, media based research project, exams, midterm and final 83% of students mastered the ability to explain the intervention process and various techniques used to move the chemically dependent person into treatment and through recovery. 10% of remaining students did average and remaining 7% below average. Will continue to review and update curriculum and teaching methodologies that are consistent with the state accepted competencies and standards of the Alcohol / Drug Counseling Profession. □
- AD ST105** □ SLO #1: Reading assignments, role play with classmate/instructor. Research projects, current event essay and word definitions. 71% of the students mastered history of alcohol and drugs with regards to today's society. 21% of remaining students did average and remaining 8% below average. Continue to update teaching methodologies consistent with available research. Review and update curriculum consistent with accreditation standards □ SLO #2: Reading assignments, role play with classmate/instructor. Research projects, current event essay and word definitions. 67% of the students mastered the effects of alcohol/drug abuse on the body and brain. 23% of the students did average with the remaining 10% below average. Update teaching methodologies consistent with best practices. Review and update curriculum that is in line with current standards and competencies. □ SLO#3: Reading assignments, role play with classmate/instructor. Research projects, current event essay and word definitions. 72% of the students mastered the ability to identify different types of prevention and treatment modalities 26% of remaining students did average and remaining 12% below average. Review and update curriculum that is in line with current standards and competencies. Review and update teaching methodologies that are consistent with best practice for student success. □
- AD ST110** SLO 1: Lectures, experiential learning, class presentations, critical thinking papers, exams and role playing. 72% of the students mastered the ability to perform case management. 20% of remaining students did average and remaining 8% below average. Continue to update curriculum in this mandatory skills course that are consistent with accreditation standards. Update teaching methodologies that are known best practices and promote student success. □ SLO 2: Lectures, experiential learning, class presentations, critical thinking papers, exams and role playing. 70% of the students mastered the ability to recognize and incorporate essential attributes into their counseling skills. 20% of remaining students did average and remaining 10% below average. Continue to review and update curriculum in this mandatory skills course that are consistent with accreditation standards. Review and update teaching methodologies that are known best practices and promote student success. □ SLO 3: Lectures, experiential learning, class presentations, critical thinking papers, exams and role playing. 77% of the students mastered the ability to adhere to, recognize and incorporate ethical principles of the counseling profession into their skillset. 17% of remaining students did average and remaining 6% below average. Continue to review and update curriculum in this mandatory skills course that are consistent with accreditation standards. Review and update teaching methodologies that are known best practices and that promote student success □
- AD ST111** SLO 1: Experiential class and group discussions, quizzes, homework assignments, media based research project, exams, midterm and final 80% of students mastered the ability to describe the dynamics of early intervention and its relationship to effective treatment and rehabilitation. 10% of remaining students did average and remaining 10% below average. Current curriculum and teaching methodologies are being reviewed due to upcoming accreditation. The Competencies and standards need to in line with state current best practices in the Alcohol / Drug Counseling Profession.

## Report on Course Changes Due to SLO Assessments

- AD ST112** SLO1: Term paper, class participation, experiential learning, mock group exercises, midterm, quizzes and final exam 79% of students mastered identifying the importance of intra- and interpersonal skill in facilitating the group process, 15% of students measured average ability and 6% measured below average. Continue to update curriculum according to accreditation standards and current research and data. Review and modify teaching methodologies that are consistent with state standards and best practices. □ SLO 2: term paper, class participation, experiential learning, mock group exercises, critical thinking class exercises, midterm, quizzes and final exam 81% of students mastered the ability to identify stages of group development, defenses and roles of individual members, 11% of students measured average ability and 8% below average. Continue to update curriculum and group management techniques consistent with industry and accreditation standards. Review and modify teaching methodologies that are consistent with state standards and best practices □ SLO3: term paper, class participation, experiential learning, mock group exercises, midterm, quizzes and final exam 77% of student's mastered ability to apply techniques of Irving Yalom's process group tenants, 16% of students measured average ability and 7% below average. Review and update curriculum consistent with industry and accreditation standards. Review and modify teaching methodologies that are consistent with state standards and best practices. □
- AD ST113** Class is inactive and will be deleted from curriculum
- AD ST114** SLO#1: Reading and writing assignments, exams, role-play among students and/or instructor and critical thinking/interview project of an individual in recovery who is of a special population/cultural diversity. .68% of the students mastered differentiating between varieties of cultural diverse populations, with 24% of the remaining students did average and the remaining 8% below average. Review and update teaching methodologies as needed. Use state standards and competencies as standard. Review curriculum and update as needed to meet state accreditation standards. □ SLO2: Reading and writing assignments, exams, role-play among students and/or instructor and critical thinking/interview project of an individual in recovery who is of a special population/cultural diversity. .70% of the students mastered the ability to identify different sexual identities within a variety of all populations. 23% of remaining students did average and remaining 7% below average. Review curriculum and update as needed to meet state accreditation standards. Review and update teaching methodologies as needed and use state standards and competencies that promote student success. □ SLO3: Reading and writing assignments, exams, role-play among students and/or instructor and critical thinking/interview project of an individual in recovery who is of a special population/cultural diversity 82% of the students mastered the ability to give examples of different treatment options. 15% of remaining students did average and remaining 3% below average. Review curriculum and update as needed to meet state accreditation standards. Review and update teaching methodologies as needed and use state standards and competencies that promote student success. □
- AD ST115** Class was reassessed; Will continue to monitor and will work on instructional methodology, and new books updated. Would like master to be at least 80% of class
- AD ST118** Class is inactive and will be deleted from curriculum
- AD ST119** SLO #1: Experiential learning in form of outside interview, verbal report to classmates, term project , assigned reading, classroom discussion, quizzes, final exam 82% of students mastered the ability to demonstrate the ability of interviewing someone with co-occurring disorders and assessing co-occurring disorders, 12% of remaining students were average and remaining 6% below average. Review and update curriculum as needed, especially that it is in line with accreditation standards. Review and update teaching methodologies as needed. Make sure methodologies are consistent with state standards and best practices. □ SLO 2: Experiential learning in form of outside interview, verbal report to classmates, term project, assigned reading, classroom discussion, quizzes, final exam 81% of students mastered the ability to explore and understand the concept of primary and secondary illnesses, 12% of remaining students were average and remaining 7% below average. Review and update curriculum as needed, especially that it is in line with accreditation standards. Review and update teaching methodologies as needed. Make sure methodologies are consistent with state standards and best practices. □ SLO3: Experiential learning in form of outside interview, verbal report to classmates, term project, assigned reading, classroom discussion, quizzes, final exam 79% of student's mastered learning how to recognize personality disorder traits, 14% of remaining students were average and remaining 7% below average. Review and update curriculum as needed, especially that it is in line with accreditation standards. Review and update teaching methodologies as needed. Make sure methodologies are consistent with state standards and best practices. □
- AD ST150** Inactive; combined with ADST 151 to create ADST 154
- AD ST151** Inactive; combined with ADST 150 to create ADST 154

## Report on Course Changes Due to SLO Assessments

**AD ST152** SLO1: Identify and show ability how to conduct individual and family group sessions. Monthly evaluations by a supervisor from the center, focusing on student's weaknesses and strengths. Psychodrama in class on different levels of members associated with chemical dependency. Student's strength measured by ability to be a facilitator. 87% of students mastered the ability to conduct individual and family group sessions, 10% were average and the remaining 3% below average. Continue to review and update curriculum and assessment methodologies as needed and that are consistent with accreditation standards. Review and update teaching methodologies as needed so that are consistent with state competencies and standards. SLO 2: Identify and show ability how to conduct individual and family group sessions. Monthly evaluations by a supervisor from the center, focusing on student's weaknesses and strengths. Psychodrama in class on different levels of members associated with chemical dependency. Student's strength measured by ability to be a facilitator. 88% of students mastered recognizing and comparing theoretical knowledge to health care delivery system, 8% were average and the remaining 4% below average. Update and review curriculum and assessment methodologies as needed and that are consistent with accreditation standards. Review and update teaching methodologies as needed so that they are consistent with state competencies and standards.

**AD ST153** SLO 1: Class participation, written case study and assignments, satisfactory evaluation of field work by both agency personnel and instructor, satisfactory completion of practicum packet, quizzes, midterm(s), and final examination. 84% of students mastered the ability to interact with coworkers and clients as the result of agency internship 12% were measured average and 4% below average. Continue to update curriculum to be consistent with accreditation standards. Review and update teaching methodologies, as needed and that are in line with best practices in classroom setting. SLO2: Class participation, written case study and assignments, satisfactory evaluation of field work by both agency personnel and instructor, satisfactory completion of practicum packet, quizzes, midterm(s), and final examination. 79% of students mastered the ability to treat a client under chemical dependency case management. 15% measured average and 6% below average. Continue to update curriculum to be consistent with accreditation standards. Review and update teaching methodologies, as needed and that are in line with best practices in classroom setting. SLO3: Class participation, written case study and assignments, satisfactory evaluation of field work by both agency personnel and instructor, satisfactory completion of practicum packet, quizzes, midterm(s), and final exam. 75% of students mastered the ability to learn more about him-self/herself to allow clarity with countertransference issues, 17% measured average and 8% below average. Continue to update curriculum to be consistent with accreditation standards. Review and update teaching methodologies, as needed and that are in line with best practices in classroom setting.

### Animation

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<b>ART 201</b>	none
<b>ART 205</b>	none
<b>ART 209</b>	none
<b>ART 210</b>	none
<b>ART 220</b>	none
<b>ART 221</b>	none
<b>ART 230</b>	none
<b>ART 231</b>	none
<b>ART 232</b>	none
<b>ART 233</b>	none
<b>ART 234</b>	none
<b>ART 235</b>	none
<b>ART 237</b>	none
<b>ART 238</b>	none
<b>ART 239</b>	none

## Report on Course Changes Due to SLO Assessments

<b>ART 245</b>	assessment
<b>ART 246</b>	assessment
<b>ART 247</b>	none

### Anthropology

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<b>ANTHR103</b>	The material on the Epi-Paleolithic and its contribution to the development of agriculture needs to be supplemented. Also the reading needs to be further edited remove interesting but secondary material from the student's reading list.
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### Architecture/Drafting

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<b>ARCH 101</b>	A prerequisite was changed
<b>ARCH 103</b>	The course outline was brought up to current format
<b>ARCH 105</b>	Course description and title are changed due to the addition of software.
<b>ARCH 106</b>	No changes at this time
<b>ARCH 108</b>	No changes at this time
<b>ARCH 120</b>	No changes at this time
<b>ARCH 130</b>	No changes at this time
<b>ARCH 141</b>	No changes at this time
<b>ARCH 160</b>	No changes at this time
<b>ARCH 229</b>	No changes at this time
<b>ARCH 230</b>	No changes at this time
<b>ARCH 240</b>	NA
<b>ARCH 250</b>	No changes at this time
<b>ARCH 251</b>	No changes at this time
<b>ARCH 252</b>	this course is being revised and will be split into two separate classes

### Art History

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<b>ART 101</b>	None
<b>ART 102</b>	More focus on vocabulary is required
<b>ART 103</b>	None
<b>ART 104</b>	More emphasis on basic artistic vocabulary; results of SLOs were positive but showed that more vocabulary work would help
<b>ART 105</b>	Results were very positive
<b>ART 106</b>	None
<b>ART 107</b>	None
<b>ART 108</b>	None
<b>ART 109</b>	None

## Report on Course Changes Due to SLO Assessments

<b>ART 112</b>	None
<b>ART 113</b>	None
<b>ART 115</b>	None
<b>ART 116</b>	None
<b>ART 118</b>	None
<b>ART 119</b>	None
<b>ART 120</b>	None
<b>ART 121</b>	None
<b>ART 125</b>	None
<b>ART 199</b>	None

### Art/Design

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<b>ART 132</b>	Students comments and input from surrounding four year graphic design programs.□□
<b>ART 133</b>	Student comments and input from professional organizations, and surrounding four year academic institutions.
<b>ART 134</b>	Changes will be made according to student evaluations and industry trends.
<b>ART 135</b>	Changes will be made according to student evaluations and industry trends.
<b>ART 136</b>	Changes will be made according to student evaluations and industry trends.
<b>ART 137</b>	Changes will be made according to student evaluations and industry trends.
<b>ART 250</b>	Student Comments and Industry Trends.
<b>ART 251</b>	Student Comments and Industry Trends.
<b>ART 255</b>	Student Comments and Industry Trends.

### ASL

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<b>ASL 101</b>	No changes were made since the last assessment in 2010
<b>ASL 102</b>	No changes made since the last assessment cycle in 2011.
<b>ASL 103</b>	no changes made since the last assessment cycle.

### Astronomy

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<b>ASTRO102</b>	Individual instructors continually update/modify the way the subject matter is presented to better enable understanding and retention by the students.
<b>ASTRO110</b>	Individual instructors continually modify/enhance the way the subject matter is presented to better enable understanding and retention by the students.
<b>ASTRO120</b>	Individual instructors continually modify/enhance the way the subject matter is presented to better enable understanding and retention by the students.

### Athletics

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<b>PE 146</b>	Has been moved to Kinesiology Baseball Theory.
<b>PE 149</b>	Has been moved to Kinesiology Advanced Baseball Theory.

## Report on Course Changes Due to SLO Assessments

PE 195	Moved to Kinesiology Football Theory
PE 196	Moved to Kinesiology Advanced Football Theory
PE 228	Moved to Kinesiology Soccer Theory
PE 234	
PE 236	Moved to Kinesiology Softball Theory has been archived
PE 263	The units and hours offered will be updated and will be part of the Tennis Family. Currently went through first reading at C&I.
PE 268	Total revision of course and will be moved to PE as part of the Running family was approved by the state this semester.

## Aviation/Pilot Training

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AT 112	Textbook changes, increased number of flight hours, simulator training added
AT 113	Increased number of flight hours, modification of curriculum to meet FAA standards and changes
AT 114	Increased use of simulator training
AT 115	None indicated
AT 120	Major modifications in line with FAA changes to training and testing. The include ground school format, all textbooks, and increased student assessment
AT 121	Course content has been modified to a more practical than theoretical emphasis
AT 122	Textbook and course format have been modified to meet FAA standards. Course is only taught once per year.
AT 123	Textbook has been changed to more closely fit the course content and level. Course is only taught once per year.
AT 124	Updated textbook edition. Course is only taught once per year.
AT 125	None indicated. Course is only offered once per year.
AT 128	Textbook changed to more closely match course content. Course is taught only once per year.

## Biology

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BIOL 049	Summer 2016, used iPADS purchased with College Foundation grant to work on field projects
BIOL 050	increased the number of laboratories participating in the rotations; reduced the number of rotations per student to 2 per semester
BIOL 101	added Moodle quizzes to help students come to lab better prepared
BIOL 102	revised Moodle pre-lab quizzes; new microscopes, cameras, and flat screen used for student review of dissections and slides during lab; developed image library in Moodle for practical exam reviews
BIOL 103	Lecture notes and assessment tools improved to address lower-than-average performance on Genetics SLO on last assessment.
BIOL 112	plan to provide homework to help students better understand concepts
BIOL 115	continued tutoring program
BIOL 120	continued tutoring program, new models
BIOL 121	utilize Biopac software system for ECG and spirometry measurements, updated course outline for CID



## Report on Course Changes Due to SLO Assessments

- BIOL 122**      acquired additional models for lab, adapted to include a week at the field station
- BIOL 123**      new collaborative projects added, revised writing assignments
- BIOL 125**      revised previous essays and created new essay topics in lecture outlines
- BIOL 126**      Guided group discussion of lab manual answers at end of each lab; used image library created with new microscopes and cameras
- BIOL 131**      reallocation of lecture/lab hours to accommodate field course



## Report on Course Changes Due to SLO Assessments

<b>BUSAD101</b>	More emphasis being placed on the group participation through group projects that are part of the total grade for the semester. Being reviewed by a new instructor with comments and changes to be addressed at end of Fall 2014.
<b>BUSAD106</b>	Make more relevant to the real business world. Less focus on writing letters and reports and more focus on writing emails / digital media
<b>BUSAD110</b>	I have provided more opportunities for interactive learning by modeling resolving human relations issues on the job.
<b>BUSAD111</b>	None at this time
<b>BUSAD112</b>	None at this time
<b>BUSAD113</b>	I added a review webinar before Final. I changed the time of the webinars. I have provided more opportunities for interactive learning by modeling resolving human relations issues on the job.
<b>BUSAD114</b>	Added cccconfer meetings
<b>BUSAD115</b>	None at this time
<b>BUSAD116</b>	Added cccconfer meetings
<b>BUSAD120</b>	I have done a better job on describing what I am looking for in the homework assignments.
<b>BUSAD125</b>	None at this time
<b>BUSAD131</b>	While the improvement in student scores from 17% to 82% demonstrates a solid comprehensive of the concepts, it is the goal of the course to maintain and improve student exit scores of the core concept. To support this goal the course curriculum was modified to include additional PowerPoint slides, reading, lecture time, and exam questions focused on the Time Value of Money. It is expected that the increase in resources targeted at the concept will maintain and potentially raise exit scores in the Fall 2014 semester.
<b>BUSAD134</b>	None at this time
<b>BUSAD135</b>	None at this time
<b>BUSAD136</b>	None at this time
<b>BUSAD138</b>	None at this time
<b>BUSAD141</b>	While the improvement in student scores from 21% to 76% demonstrates a reasonable improvement in understanding the concept, it is the goal of the course to maintain and improve student exit scores of the core concept. To support this goal the course curriculum was modified to include additional in-class group exercises, discussion posts, and an additional written homework assignment focused on the Organizational Change models. It is expected that the increase in resources targeted at the concept will increase exit scores in the Fall 2014 semester.
<b>BUSAD144</b>	None at this time
<b>BUSAD145</b>	None at this time
<b>BUSAD152</b>	None at this time
<b>BUSAD158</b>	On the Business Plan assignment, interim submittals are now required submittals that contribute to the overall grade for the assignment. This facilitates more one-on-one as well as classroom discussions to address their plan development. Lecture topics that apply to their plans are presented as such and encourage students to incorporate the topics as the course progresses.
<b>BUSAD162</b>	In my first and only SLO done in Fall of 2011 I assessed one SLO: Understand the 4 Ps of marketing (Product, place, price and promotion). At that time I commented on the SLO that having students do a brand or line extension presentation would enable them to best understand the 4 Ps concept. Beginning in the fall of 2013 and up to the current semester all of my classes have done this exercise successfully. My understanding was that I could test for one or all SLOs once every three years. Hence, this semester I am testing the recognize and develop an appreciation for customer need SLO. Results will be available upon completion of the term in early December.

## Report on Course Changes Due to SLO Assessments

<b>BUSAD164</b>	None at this time
<b>BUSAD164</b>	Duplicate course- needs to be deleted
<b>BUSAD166</b>	None at this time
<b>BUSAD168</b>	None at this time
<b>BUSAD170</b>	Emphasis on regular business topics as they relate to international work- focus on corporate global work, not just regional work
<b>BUSAD178</b>	Being reviewed by a new instructor with comments and changes to be addressed Spring 2014.
<b>BUSAD180</b>	Being reviewed by a new instructor with comments and changes to be addressed Spring 2014.
<b>BUSAD185</b>	Being reviewed by a new instructor with comments and changes to be addressed Spring 2014.
<b>BUSAD201</b>	None at this time
<b>BUSAD202</b>	None at this time
<b>BUSAD203</b>	None at this time



## Report on Course Changes Due to SLO Assessments

<b>CABOT102</b>	No changes
<b>CABOT103</b>	No changes
<b>CABOT210</b>	CABOT 205 is listed on many certificates as a prerequisite for this class. However, it has been moved to the Continuing Education-Garfield Campus.
<b>CABOT260</b>	A recommended change is to give an individual pre-test prior to the presenting an application, e.g., Word. Not enough time to administer a combined pre-test for 4 applications. □ Course curriculum last reviewed January 2012.
<b>CABOT275</b>	Looking for an SI to assist students with hands-on practice in lab sessions
<b>CABOT285</b>	Suggestion was made that the Exchange server needed upgrading.
<b>CABOT286</b>	An SI needed for the class

### Ceramics

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<b>ART 186</b>	Assessments indicated no major changes necessary
<b>ART 187</b>	Assessments indicated no major changes necessary
<b>ART 188</b>	Assessments indicated no major changes necessary
<b>ART 189</b>	Assessments indicated no major changes necessary
<b>ART 190</b>	Assessments indicated no major changes necessary
<b>ART 191</b>	Assessments indicated no major changes necessary
<b>ART 192</b>	Assessments indicated no major changes necessary
<b>ART 193</b>	Assessments indicated no major changes necessary
<b>ART 195</b>	Assessments indicated no major changes necessary

### Chemistry

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<b>CHEM 101</b>	THE LABORATORY CURRICULUM IS UNDERGOING NECESSARY CHANGES TO BETTER ADDRESS THE LEARNING OUTCOMES FOR THE COURSE, AND TO BETTER LINK TO THE THEORETICAL CONCEPTS COVERED IN LECTURE.
<b>CHEM 102</b>	THE LABORATORY CURRICULUM IS UNDERGOING NECESSARY CHANGES TO BETTER ADDRESS THE LEARNING OUTCOMES FOR THE COURSE, AND TO BETTER LINK TO THE THEORETICAL CONCEPTS COVERED IN LECTURE.
<b>CHEM 105</b>	THE LABORATORY CURRICULUM IS UNDERGOING NECESSARY CHANGES TO BETTER ADDRESS THE LEARNING OUTCOMES FOR THE COURSE, AND TO BETTER LINK TO THE THEORETICAL CONCEPTS COVERED IN LECTURE.
<b>CHEM 106</b>	THE LABORATORY CURRICULUM IS UNDERGOING NECESSARY CHANGES TO BETTER ADDRESS THE LEARNING OUTCOMES FOR THE COURSE, AND TO BETTER LINK TO THE THEORETICAL CONCEPTS COVERED IN LECTURE.
<b>CHEM 110</b>	THIS COURSE IS THE LARGEST OFFERING OF THE DEPARTMENT (APPROXIMATELY 800 STUDENTS, ANNUALLY). IT IS NOW HIGHLY COORDINATED TO ENSURE CONSISTENCY IN THE STUDENTS' EXPERIENCE.
<b>CHEM 120</b>	THE LABORATORY CURRICULUM IS UNDERGOING NECESSARY CHANGES TO BETTER ADDRESS THE LEARNING OUTCOMES FOR THE COURSE, AND TO BETTER LINK TO THE THEORETICAL CONCEPTS COVERED IN LECTURE.
<b>CHEM 121</b>	THE LABORATORY CURRICULUM IS UNDERGOING NECESSARY CHANGES TO BETTER ADDRESS THE LEARNING OUTCOMES FOR THE COURSE, AND TO BETTER LINK TO THE THEORETICAL CONCEPTS COVERED IN LECTURE.

## Report on Course Changes Due to SLO Assessments

### Child Development

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<b>CHLDV133</b>	A plan to offer workshops for students to provide additional opportunities to develop the skills and knowledge required to be successful in child development was developed. Proposed workshop topics include focus on the tools required to complete observation assignments and the possibility of offering such workshops in Armenian and/or Spanish.
<b>CHLDV135</b>	Provide additional scaffolding experiences to help students make the connection between development theory and observed behavior. In addition to detailed instructions and feedback, practice sessions in class and peer support opportunities will be offered to help students develop the competencies required to improve their performance on this assignment.
<b>CHLDV137</b>	Include more focused lectures on program types relevant to our local community to help students identify various program types. Modify the assignment to include specific references to assist student in identifying programs to observe.
<b>CHLDV138</b>	Students are made aware of available writing supports on campus, writing referrals are made after the first writing assignments and instructors follow up to ensure that students are meeting and working with writing tutors or taking advantage of other supports available to assist them in this area.
<b>CHLDV140</b>	Provide more specific instructions to help students successfully complete the assignment.
<b>CHLDV141</b>	Results validate the effectiveness of this assessment, I will continue to refine the tool and the way it is used to support student learning. [Practicum Evaluation Rubric]
<b>CHLDV142</b>	Continue to provide guidance and instruction to help students engage in reflective practice, write reflectively and integrate theory into practice.
<b>CHLDV150</b>	The Activity Planning assignment was modified to increase the number of activity plans required, increasing opportunities to engage in the developmental cycle of planning, doing and reflecting with feedback to improve practice.
<b>CHLDV152</b>	Provide opportunities for students to work in pairs or individually with the instructor to practice required skills.
<b>CHLDV174</b>	Plan to reestablish the prerequisites for this course to ensure that students are better prepared to achieve the student learning outcomes and be successful in the course.
<b>CHLDV180</b>	Plan to revise the Identification of Proficiency form to encourage the kind of detailed reflection expected; emphasize the critical thinking skills required to reflect on practice in class discussions and provide scaffolding experience to help students prepare for this assignment.
<b>CHLDV181</b>	Plan to revise the Identification of Proficiency form to encourage the kind of detailed reflection expected; emphasize the critical thinking skills required to reflect on practice in class discussions and provide scaffolding experience to help students prepare for this assignment.
<b>CHLDV182</b>	Plan to revise the Identification of Proficiency form to encourage the kind of detailed reflection expected; emphasize the critical thinking skills required to reflect on practice in class discussions and provide scaffolding experience to help students prepare for this assignment.

### Credit ESL

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<b>ESL 111</b>	The course outline has been changed and submitted to C&I. Changes include substantive revisions.
<b>ESL 115</b>	The single division-wide final was changed to one written by instructors to cut down on cheating.
<b>ESL 116</b>	The final exam is now produced 50% by the division and 50% by the instructor. This change was made to reduce cheating and to allow more instructor book choice.
<b>ESL 118</b>	Division has determined to select different text books with vocabulary lists that are more academic.
<b>ESL 123</b>	The course outline has been changed and submitted to C&I. Changes include the number of units and other substantive revisions.
<b>ESL 125</b>	The final exam is now written 50% by the division and 50% by each instructor to reduce cheating.

## Report on Course Changes Due to SLO Assessments

<b>ESL 126</b>	The final exam is now written 50% by the division and 50 % by each instructor to reduce cheating and to allow for the many different text books being used.
<b>ESL 128</b>	The division has determined to select different textbooks which are more academic.
<b>ESL 133</b>	LEVEL LEADERS WILL SEND OUT PRACTICE FINAL AND GRAMMAR POINTS AT THE BEGINNING AND MID-SEMESTER AS THE DIVISION HAS MANY ADJUNCT INSTRUCTORS.
<b>ESL 135</b>	New text books are being piloted that include online workbooks.(ONGOING),
<b>ESL 136</b>	COURSE OUTLINE REVISED (APPROVED BY C&I FALL 2016), SLOS REWRITTEN TO BETTER REFLECT STUDENT NEEDS FOR THE COURSE, . THE FINAL EXAM WAS REWRITTEN WITH CLEARER INSTRUCTIONS FOR ADJUNCTS SO THAT ALL APPROPRIATE SECTIONS WOULD BE INCLUDED TO BETTER ASSESS SLOS.
<b>ESL 141</b>	FINAL EXAM REWRITTEN BASED ON ASSESSMENTS AND IT WILL BE ASSESSED AGAIN IN SPRING 2017 FOR EFFICACY. THE DIVISION IS ALSO CONSIDERING A RETURN TO HOLISTIC SCORING FOR THE FINAL TO IMPROVE STUDENT WRITING.
<b>ESL 145</b>	LEVEL LEADERS HAVE WORKED WITH ADJUNCTS TEACHING THIS COURSE TO CREATE FINALS THAT WILL TEST THIS ASSESSMENT MORE CLEARLY. THE DIVISION WILL ASSESS THE SLO AGAIN IN SPRING 2017.
<b>ESL 146</b>	SLOS WERE REWRITTEN TO BETTER CORRELATE WITH COURSE OBJECTIVES.THE SLOS WILL BE ASSESSED IN SPRING 2017.
<b>ESL 151</b>	The course outline has been changed and submitted to C&I. Substantive changes were made that allow for one long research paper or two shorter research projects.
<b>LING 101</b>	Each semester this class is full. An additional section may be added.

## Culinary Arts/HTM

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<b>CULIN111</b>	Assessments streamlined□
<b>CULIN112</b>	A new assessment was created to incorporate local farmer's market A new assessment was created incorporating products from local farmers markets
<b>CULIN113</b>	A decline in student success was observed thru the assessment.
<b>CULIN114</b>	See NUTR 114 below
<b>CULIN116</b>	No changes were needed.
<b>CULIN118</b>	See NUTR 118 below
<b>CULIN122</b>	Assessments have not indicated any changes needed.
<b>CULIN124</b>	Assessment process changed to evaluate and streamline recipes
<b>CULIN125</b>	See NUTR 125 below
<b>CULIN150</b>	No changes needed at this time.
<b>CULIN207</b>	See HTM 207 below
<b>CULIN216</b>	See HTM 216 below
<b>CULIN224</b>	Due to change in venue the recipe set was changed to reflect current equipment available.
<b>HTM 115</b>	No changes needed at this time
<b>HTM 117</b>	No changes needed at this time
<b>HTM 120</b>	Text book changed due to assessments
<b>HTM 201</b>	Class could benefit by more use of technology



## Report on Course Changes Due to SLO Assessments

<b>HTM 202</b>	Course not currently being offered.
<b>HTM 203</b>	Venue change required changes in delivery of curriculum
<b>HTM 205</b>	No changes needed at this time
<b>HTM 207</b>	Seat count reduced temporarily due to lack of venue.
<b>HTM 214</b>	Change in venue created the need for alternative delivery of curriculum
<b>HTM 216</b>	The wine selection list was changed
<b>HTM 222</b>	Inadequate Language and research skills required alternative methods
<b>HTM 230</b>	Course has not been offered in several years
<b>HTM 256</b>	Inadequate Language and research skills required alternative methods

## Dance

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<b>DANCE050</b>	No changes necessary at this time
<b>DANCE100</b>	Added a non-graded "participation question of the Week".
<b>DANCE101</b>	No changes necessary at this time.
<b>DANCE102</b>	Added contextual learning component
<b>DANCE107</b>	Added internship opportunities for teaching seniors
<b>DANCE110</b>	Made some changes to assessment methods
<b>DANCE111</b>	Added component for Dance Science
<b>DANCE114</b>	Added component for Dance Science
<b>DANCE115</b>	Changed assessment methods
<b>DANCE116</b>	Added a student teaching component
<b>DANCE117</b>	Computer based research component was added
<b>DANCE120</b>	Changed assessment methods
<b>DANCE121</b>	Added a student teaching component
<b>DANCE122</b>	Added research component of performance styles
<b>DANCE124</b>	A new Hip-Hop instructor was hired
<b>DANCE125</b>	Changed rubrics and assessment methods
<b>DANCE126</b>	Assessment could not be done Spring 16 as nobody enrolled in the class
<b>DANCE127</b>	Two new instructors were hired
<b>DANCE128</b>	Changed rubrics and assessment methods
<b>DANCE129</b>	Up dated style and technique taught
<b>DANCE130</b>	Changed some of the assignments
<b>DANCE135</b>	Audition process was now used to assess the class
<b>DANCE136</b>	Audition process is now implanted to assess the class
<b>DANCE137</b>	A computer based research component was added.

## Report on Course Changes Due to SLO Assessments

**DANCE150** Integration with the general dance major population through performance

**DANCE194** Rubrics were changed

### Economics

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**ECON 101** see SLO dBase

**ECON 102** see SLO dBase

**ECON 105** see SLO dBase

**ECON 111** see SLO dBase

### Electronic Tech

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**ECT 100** No changes needed t this time

**ECT 110** Changes made to lab, Catea funding by the state funded new equipment.

**ECT 113** Changes made to lab, Catea funding by the state funded new equipment

**ECT 160** Changes are being considered.

**ECT 161** New materials purchased to meet the needs of new technology.Catea funding by the state funded new equipment

**ECT 162** In order for students to become ETA certified the college must also be certified.

**ECT 201** It has been determined that this course needs more lab hours.

### EMT

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**EMT 139** More students are passing the class then previous years. Success rate is up

**EMT 140** More students are passing the class then previous years. Success rate is up

### Engineering (Transfer)

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**ENGR 130** N/A

**ENGR 131** N/A

### Engineering Support

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**ENGR 100** The program has added student projects and also an introduction to engineering technologies.

**ENGR 101** Students are being introduced to CAD softwares as used in the industry.

**ENGR 102** This course is now being taught exclusively online.

**ENGR 103** none needed

**ENGR 109** None needed at this time

**ENGR 110** none at this time

**ENGR 111** a few changes were made to this course so that it would articulate to CSUN:'s ME186

**ENGR 112** none needed at this time

**ENGR 151** none



## Report on Course Changes Due to SLO Assessments

<b>ENGL 109</b>	Planned changes: More work on thesis strategies; add more in-class strategies and assignments on cultural forces that cause literary shifts; develop workshop on use of appropriate evidence.
<b>ENGL 110</b>	Continued support in formulating theses and writing argumentative essays (despite this being a literature course).
<b>ENGL 111</b>	"Survey approach" to teaching literature abandoned in favor of disparate literary texts.
<b>ENGL 112</b>	No changes deemed necessary based on assessment.
<b>ENGL 114</b>	N/A
<b>ENGL 115</b>	N/A
<b>ENGL 116</b>	No changes deemed necessary based on assessment.
<b>ENGL 117</b>	Planned: Alter course texts so that the traditional textbook supplements more substantive texts, such as story- and novel-length adaptations of film.
<b>ENGL 120</b>	UPDATE AT THE END OF THIS BOX. 2011: Best Practices on Grammar and on Preparation for Timed Essay Exams; 2012: Best Practices on Paragraph Development; 2013: 120 Faculty Survey on the Common Final and the Research Component for 120; Best Practices on Teaching Elements of Research and Citation. UPDATE: IN RESONSE TO ENGL 101 INSTRUCTORS NOTICING DEFICIENT GRAMMAR AND/OR ORGANIZATIONAL SKILLS IN ENTERING 101 STUDENTS, THE ENGL 120 COORDINATOR ASKED 101 INSTRUCTORS TO GIVE STUDENTS A COMMON DIAGNOSTIC AT THE BEGINNING OF SPRING 2015 SEMESTER TO DETERMINE STUDENT READINESS FOR 101. DATA FROM THAT DIAGNOSTIC IS CURRENTLY BEING ANALYZED AND SORTED TO DETERMINE HOW STUDENTS DEEMED "UNREADY" PLACED INTO ENGL 101 (E.G. BY PLACEMENT TEST, COLLEGE PREP ENGL PROGRAM, ENGL 120, ETC.) THIS INFORMATION WILL ASSIST ENGL 120 INSTRUCTORS IN NARROWING FOCUS ON WEAK OUTCOMES AREAS.
<b>ENGL 122</b>	Addition of emphasis on major historical divisions in American lit and more quizzes/tests on those concepts; Addition of more examples of critical analysis of texts. UPDATE: AS ADDITIONAL FOLLOW-UP TO THE FALL 2014 ASSESSMENT, THE INSTRUCTOR HAS DECIDED TO REDUCE THE NUMBER OF QUESTIONS ON EXAMS IN ORDER TO AIM FOR ADDITIONAL DEPTH OF THINKING; FOCUS ON EARLY AMERICAN HISTORY WILL ALSO BE ADDED TO ENHANCE STUDENT'S BETTER UNDERSTANDING OF THE LITERATURE.
<b>ENGL 123</b>	No changes noted based on assessments.
<b>ENGL 124</b>	N/A
<b>ENGL 125</b>	Planned changes: Extended emphasis on structure and theme; addition of more prewriting activities prior to formal writing.
<b>ENGL 126</b>	N/A
<b>ENGL 127</b>	Instructor has decided to use "whole texts" as opposed to short excerpts/theoretical explanations in anthologies; Redesign so that more class time is set aside for students devising of the literary presentation in the course.
<b>ENGL 128</b>	2016-17 UPDATE: THIS COURSE IS BEHIND IN ASSESSMENT DUE TO THE FACT THAT IT IS ONLY OFFERED IN FALL SEMESTERS AND IN EVEN YEARS ONLY; ADDITIONALLY, THE COURSE DID NOT FILL THE LAST TWICE THAT IT WAS OFFERED. THE COURSE OUTLINE FOR THIS IS COMING TO THE ENGLISH DIVISION'S NOVEMBER MEETING IN ORDER TO DECIDE WHETHER WE WANT TO DELETE OR ALTER THE CONTENT OF THIS COURSE IN HOPES THAT IT WILL MORE APPEAL TO STUDENTS. Planned: Review curriculum and delivery methods to determine if adjustments should be made.
<b>ENGL 130</b>	N/A
<b>ENGL 141</b>	N/A
<b>ENGL 142</b>	N/A
<b>ENGL 160</b>	N/A

## Report on Course Changes Due to SLO Assessments

<b>ENGL 162</b>	N/A
<b>ENGL 166</b>	N/A
<b>ENGL 167</b>	N/A
<b>ENGL 168</b>	N/A
<b>ENGL 172</b>	N/A
<b>ENGL 173</b>	N/A
<b>ENGL 174</b>	N/A
<b>ENGL 182</b>	Modified orientation session (for this online class) to stress posted deadlines; revised syllabus so deadlines are more prominent; sent email reminders to students regarding upcoming deadlines.
<b>ENGL 183</b>	Modified orientation session (for this online class) to stress posted deadlines; revised syllabus so deadlines are more prominent; sent email reminders to students regarding upcoming deadlines.
<b>ENGL 184</b>	N/A
<b>ENGL 185</b>	N/A
<b>ENGL 186</b>	2016-17 UPDATE: CORS REVISED FALL 2015 DUE TO ASSESSMENT OUTCOMES.
<b>ENGL 187</b>	2016-17 UPDATE: CORS REVISED FALL 2015 DUE TO ASSESSMENT OUTCOMES.
<b>ENGL 188</b>	Reading Committee met to discuss possibility of requiring a graded book report and the designing of a rubric, as is required in higher-level reading classes. Decision pending.UPDATE: NEW RUBRIC DEvised (AS DISCUSSED PLANNED AFTER THE SPRING 2015 ASSESSMENT.
<b>ENGL 189</b>	Implementation of an online system of sustained practice in verb usage; organized all on-line exercises/quizzes into levels--basic, intermediate, and advanced--and prepared detailed handouts for students to accompany these online exercises and quizzes
<b>ENGL 190</b>	Implementation of additional vocabulary exercises. UPDATE: NEW OUTCOMES RUBRIC HAS BEEN DESIGNED FOR THIS COURSE.
<b>ENGL 191</b>	Implementation of more intensive focus on textual analysis, argumentative writing, and basic citation practices. UPDATE: 191 INSTRUCTORS CONTINUE TO USE THE NEW ENGLISH 191 PEDAGOGY BRIEFLY DESCRIBED ABOVE. WITH THREE FULL-TIME INSTRUCTORS NOW USING THIS PEDAGOGY, THE COMMITTEE WILL BEGIN REVISION OF THE 191 COURSE OUTLINE IN SPRING 2016 TO INCORPORATE THIS NEW PEDAGOGY.
<b>ENGL 192</b>	Implemented additional vocabulary, grammar, and mechanics exercises. UPDATE: NEW RUBRIC HAS BEEN DESIGNED FOR THIS COURSE SINCE THE LAST PROGRAM REVIEW.
<b>ENGL 193</b>	N/A
<b>ENGL 199</b>	N/A

## Fire Academy

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<b>FIRE 116</b>	If trends are noticed the issues are evaluated. Consistency of training is important.. Ex. L.A. City Fire training concepts and consistency has been used.
<b>FIRE 117</b>	Some student's don't agree with training procedure/instructions given
<b>FIRE 118</b>	Training was changed from using aluminum to wood ladders. to promote consistency. Most students get jobs with local agencies.
<b>FIRE 119</b>	All training and testing must be done at the same site for consistency and fairness, and safety.

## Report on Course Changes Due to SLO Assessments

### Fire Technology

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<b>FIRE 102</b>	none
<b>FIRE 103</b>	None
<b>FIRE 105</b>	none
<b>FIRE 106</b>	none
<b>FIRE 115</b>	none
<b>FIRE 144</b>	none

### Foreign Language

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<b>ARMEN101</b>	No changes were made.UPDATE: NO CHANGES COURSE WAS LAST ASSESSED IN FALL 2014
<b>ARMEN102</b>	No changes were made UPDATE: NO CHANGES COURSE WAS LAST ASSESSED IN FALL 2014
<b>ARMEN115</b>	No changes were made. Assessments of student performance combined with growing enrollments indicated that no changes were needed regarding their pedagogical approach.
<b>ARMEN116</b>	UPDATE: NO CHANGES No changes were made. Assessments of student performance combined with growing enrollments indicated that no changes were needed regarding their pedagogical approach.
<b>ARMEN117</b>	UPDATE: NO CHANGES COURSE WAS LAST ASSESSED IN FALL 2014 No changes were made. Assessments of student performance combined with growing enrollments indicated that no changes were needed regarding their pedagogical approach.
<b>ARMEN125</b>	No changes were made.UPDATE: NO CHANGES COURSE WAS LAST ASSESSED IN FALL 2014
<b>ARMEN126</b>	No changes were made. UPDATE: NO CHANGES THIS COURSE WAS LAST ASSESSED IN FALL 2014
<b>ARMEN127</b>	No changes were made after the 2012 assessment.UPDATE: NO CHANGES COURSE WAS LAST ASSESSED IN SPRING 2015
<b>CHIN 101</b>	No changes were made.UPDATE: NO CHANGES. SLO ASSESSMENTS WILL TAKE PLACE IN FALL 2016 .UPDATE: NO CHANGES. CHINESE 101 WILL HAVE ITS SLO ASSESSMENTS TAKING PLACE THIS CURRENT FALL 2016 SEMESTER. PLOS WERE ASSESSED LAST ACADEMIC YEAR (2015-2016)
<b>CHIN 102</b>	No changes were made.UPDATE: NO CHANGES. SLO ASSESSMENTS WILL TAKE PLACE IN FALL 2016 UPDATE: NO CHANGES. SLO ASSESSMENTS WILL TAKE PLACE THIS CURRENT FALL 2016 SEMESTER. PLO ASSESSMENTS WERE CONDUCTED LAST ACADEMIC YEAR (2015-2016)
<b>FREN 101</b>	No changes were made. UPDATE: FOR FALL 2016: A NEW BOOK WAS INTRODUCED IN 101 TO REINFORCE STUDENTS' PRACTICE AND UNDERSTANDING OF THE GRAMMAR.
<b>FREN 102</b>	No changes were made. UPDATE: NO CHANGES UPDATE: FOR FALL 2016: THE NEW BOOK INTRODUCED IN THE FALL 2016 WILL BE USED FOR THE 102 IN THE SPRING OF 2017
<b>FREN 103</b>	No changes were made form the last assessment conducted. UPDATE: NO CHANGES UPDATE: FOR FALL 2016: THE NEW BOOK INTRODUCED IN THE FALL 2016 WILL BE USED FOR THE 103 IN THE FALL OF 2017
<b>FREN 104</b>	No changes made as literary passages will always be included, but the instructor will in the future try to choose a literary passage that is at a lower level. The passage used was more of an upper division or graduate level literary reading. UPDATE: NO CHANGES
<b>ITAL 101</b>	UPDATE: SLOS WERE UPDATED WHEN THE COURSE WAS REVISED LAST SPRING SEMESTER

## Report on Course Changes Due to SLO Assessments

<b>ITAL 102</b>	UPDATE:SLOS WERE UPDATED LAST SPRING WHEN THE COURSE WAS REVISED
<b>ITAL 103</b>	UPDATE:SLOS WERE UPDATED LAST SPRING WHEN THE COURSE WAS REVISED
<b>ITAL 104</b>	UPDATE:SLOS WERE UPDATED LAST SPRING WHEN THE COURSE WAS REVISED
<b>ITAL 130</b>	UPDATE: SLOS WERE UPDATED LAST SPRING WHEN THE COURSE WAS BROUGHT BACK.
<b>JAPAN101</b>	No changes were made.UPDATE:SLOS WERE UPDATED LAST SPRING WHEN THE COURSE WAS REVISED
<b>JAPAN102</b>	Brief but regular journal entries will be introduced.
<b>JAPAN103</b>	Presentations about cultural topics and journal entries will be introduced.
<b>JAPAN104</b>	No changes were made.UPDATE:SLOS WERE UPDATED LAST SPRING WHEN THE COURSE WAS REVISED
<b>KOREA101</b>	Students are encouraged to attend more Korean speaking activities such as the Korean club, so they can find Korean native speakers in a natural environment. UPDATE: NO CHANGES
<b>KOREA102</b>	Students are encouraged to attend more Korean speaking activities such as the Korean club, so they can find Korean native speakers in a natural environment.UPDATE: NO CHANGES. UPDATE: NO CHANGES
<b>SPAN 101</b>	no changes were made. UPDATE: NO CHANGES WERE MADE. SLO EXPECTATIONS WERE MET. UPDATE FALL 2016: SLO EXPECTATIONS WERE MET, BUT REGARDLESS, INSTRUCTORS WILL SPEND MORE TIME WITH ACCENT PRACTICE AND REVIEWING THE CULTURE.
<b>SPAN 102</b>	no changes were made. UPDATE FALL 2016: NO CHANGES. SLO EXPECTATIONS WERE MET FOR ALL SLOS EXCEPT WE INDICATED "DEVELOPING" FOR SLO #4, WHICH HAS TO DO WITH CULTURE.
<b>SPAN 103</b>	no changes were made. UPDATE FALL 2016: STUDENTS WILL BE EXPOSED TO MORE GRADED AND NON-GRADED WRITING ACTIVITIES.
<b>SPAN 104</b>	We discovered that an SLO for listening comprehensions was not overtly present, so we will revise the SLO s to correct this omission. UPDATE FALL 2016: CHANGES ARE INDICATED BELOW.
<b>SPAN 115</b>	no changes were made UPDATE: NO CHANGES. UPDATE FALL 2016: WHEN REVISING THE COURSE OUTLINE, THE PREVIOUS SLOS #2 AND #3 WERE CONDENSED BECAUSE THEY WERE BASICALLY ADDRESSING THE SAME TOPIC.

## Geography

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<b>GEOG 101</b>	more emphasis placed on homework and other active learning activities; more infusion of environmental examples, issues, and concepts.
<b>GEOG 102</b>	Trade agreements and conflicts over them will be emphasized more heavily by some faculty; the notion of Cultural Realms will be further emphasized and included on exams. Homeworks about the cultural realms will become standard practice.
<b>GEOG 103</b>	In the future more emphasis will be placed on further discussion of interconnections between Race relations and past injustice
<b>GEOG 106</b>	The consensus is that students should focus on specific environmental issue and then become expert enough to propose meaningful solutions and to argue for and against their proposed solution.
<b>GEOG 107</b>	Faculty agreed that students need to do practical, hands-on, exercises on each of the major storm types using maps and numeracy.
<b>GEOG 111</b>	Faculty agreed to continue with hand's on learning, interpretation, and analysis of the landscape and atmospheric processes and the incorporation of field trips. The course outline was changed to require a field component.

## Report on Course Changes Due to SLO Assessments

### Geology/Oceanography

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<b>GEOL 101</b>	NONE
<b>GEOL 102</b>	Budget cuts have prevented us from offering this course for some time now. IS OFFERED SPRING 2016.
<b>GEOL 103</b>	Budget cuts have prevented us from offering this course for some time now.
<b>GEOL 104</b>	Budget cuts have prevented us from offering this course for some time now.
<b>GEOL 105</b>	Budget cuts have prevented us from offering this course for some time now.
<b>GEOL 111</b>	NONE
<b>GEOL 112</b>	Budget cuts have prevented us from offering this course for some time now.
<b>GEOL 120</b>	Budget cuts have prevented us from offering this course for some time now.
<b>OCEAN115</b>	The Spring 2010 pilot SLO assessment will be extended to all Fall 2014 Ocean-115 sections.
<b>OCEAN116</b>	NONE

### Health Education

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<b>HLTH 104</b>	The change of SLOs were do to the last assessment and the need to create broader SLOs
<b>HLTH 106</b>	The change of SLOs were do to the last assessment and the need to create broader SLOs
<b>HLTH 128</b>	Recently revised and will be used for the Fitness Specialist Cert. Was approved through C&I for the Fitness Certificate.

### History

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<b>HIST 101</b>	Ask students to create a timeline before the essay exam.
<b>HIST 102</b>	Add more coverage of Absolutism and Enlightenment, and create a mini-research project on the topics.
<b>HIST 103</b>	Hold a review session prior to exam and create group project on micro-themes.
<b>HIST 104</b>	Create a debate assignment around the key issues students struggled with.
<b>HIST 105</b>	This class was last taught in 2007--it will return in 2017
<b>HIST 106</b>	More time in lecture should be spent on textbook material to develop themes.
<b>HIST 107</b>	use more class time for discussion of primary sources
<b>HIST 108</b>	This class is no longer part of the catalogue
<b>HIST 109</b>	This class is no longer part of the catalogue
<b>HIST 110</b>	This class is no longer part of the catalogue
<b>HIST 111</b>	Develop more exercises around how to read primary sources.
<b>HIST 115</b>	Create smaller projects (scaffolding) to build student skill levels.
<b>HIST 116</b>	Revise individual components of project to develop better research skills.
<b>HIST 117</b>	Will rework lecture areas and focus on cause and effect relationships
<b>HIST 118</b>	Will work on small group discussions to emphasize critical thinking skills.



## Report on Course Changes Due to SLO Assessments

<b>HIST 120</b>	Will rework the questions to address issues more specifically.
<b>HIST 121</b>	Teach reading techniques for analyzing the textbook and primary sources.
<b>HIST 122</b>	Will work on phrasing of question and do more small group discussions in class.
<b>HIST 132</b>	Put a stronger emphasis on end of class summary and review important concepts
<b>HIST 133</b>	Will bring in more current research and news on science in the present.
<b>HIST 136</b>	Teach study skills at the beginning of the semester like reading and study skills.
<b>HIST 152</b>	Will link more current events to topics in class to connect the past and present.

### Humanities

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<b>HUMAN101</b>	N/A
<b>HUMAN102</b>	N/A
<b>HUMAN105</b>	No changes deemed necessary.
<b>HUMAN106</b>	Continue added emphasis on writing effectiveness and critical thinking.
<b>HUMAN110</b>	N/A
<b>HUMAN111</b>	Addition of more explicit in-class discussion of thesis formation.
<b>HUMAN115</b>	Added emphasis on using supporting evidence in essays; addition of pre-writing activities to reinforce this skill.
<b>HUMAN117</b>	N/A
<b>HUMAN120</b>	Based on assessment data, all instructors of Humanities 120 met together and discussed the importance added emphasis on synthesizing ideas from texts; they also agreed to prioritize content within the course so that instruction would match with the skills students most needed to work on.
<b>HUMAN125</b>	No changes deemed necessary.
<b>HUMAN130</b>	N/A
<b>HUMAN135</b>	Provide more direct instruction in thesis and paragraph-building

### Library Science

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<b>LIB 190</b>	Use of more peer review assignments and formative assessments. Given the specific population of most of the students who enroll in either the standalone or paired LIB 190 offerings, instructors have discovered that covering less but more deeply will improve students' ability to not only meet the student learning outcomes, but hopefully, retain the knowledge and skills they have acquired. See more detailed description of assessment cycle in section C3.
<b>LIB 191</b>	Continue to use the Credo IC@GCC learning modules, pilot new modules from this resource, tighten up group research project assignment, continue to use student peer review.

### Machine Technology

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<b>CAM 210</b>	programming results and skills on the equipment
<b>CAM 211</b>	programming skills and competency on equipment
<b>CAM 220</b>	programming results and skills on the equipment
<b>CAM 230</b>	competency in software programming
<b>CAM 231</b>	competency in combining software and hardware skills

## Report on Course Changes Due to SLO Assessments

<b>CAM 240</b>	intermediate to semi-advanced skills on software
<b>MACH 101</b>	none needed at this time
<b>MACH 102</b>	none needed at this time
<b>MACH 103</b>	none needed at this time
<b>MACH 104</b>	none needed at this time
<b>MACH 107</b>	none needed at this time
<b>MACH 108</b>	none needed at this time
<b>MACH 109</b>	none needed at this time
<b>MACH 111</b>	none needed at this time
<b>MACH 113</b>	none needed at this time
<b>MACH 114</b>	none at this time

### Mass Communications

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<b>MCOMM101</b>	SLOs were rewritten in 2015 to be easily measurable. They also clearly align with the college's mission statement, ILOs and PLOs.
<b>MCOMM120</b>	Revised curriculum to meet COR standards.

### Mathematics

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<b>MATH 100</b>	Emphasis given to SLOs in student workshops.
<b>MATH 101</b>	Student and faculty workshops are held based on common final results.
<b>MATH 102</b>	Student workshops target SLOs.
<b>MATH 103</b>	Student workshops targeting SLO's have been introduced.
<b>MATH 104</b>	Student workshops targeting SLO's have been introduced.
<b>MATH 105</b>	Student workshops targeting prerequisite skills will be introduced.
<b>MATH 107</b>	Student workshops targeting prerequisite skills will be introduced.
<b>MATH 108</b>	Student workshops targeting prerequisite skills will be introduced.
<b>MATH 110</b>	Student workshops target SLOs. Common errors on SLO assessment problems were shared with instructors.
<b>MATH 111</b>	Assessments indicate no major changes necessary
<b>MATH 112</b>	Student workshops target prerequisite skills.
<b>MATH 119</b>	Student and faculty workshops were created to address SLO topics.
<b>MATH 120</b>	Student and faculty workshops are held based on common final results.
<b>MATH 131</b>	Student and faculty workshops were created to address SLO topics.
<b>MATH 133</b>	Assessments indicate no major changes necessary
<b>MATH 135</b>	Instructors to leave more time for voting portion of course.
<b>MATH 136</b>	Instructor workshops targeting use of technology have been introduced.

## Report on Course Changes Due to SLO Assessments

<b>MATH 138</b>	Assessments indicate no major changes necessary.
<b>MATH 141</b>	Student and faculty workshops are held based on common final results.
<b>MATH 145</b>	Student and faculty workshops were created to address SLO topics.
<b>MATH 146</b>	Student and faculty workshops are held based on common final results.
<b>MATH 155</b>	Created student and faculty workshops to address SLO results.
<b>MATH 219</b>	Created graphing worksheets for students.
<b>MATH 220</b>	Created graphing worksheets for students.
<b>MATH 245</b>	Created graphing worksheets for students.
<b>MATH 246</b>	Created graphing worksheets for students.
<b>MATH 255</b>	No major changes were necessary.
<b>MATH 301</b>	Software changes.
<b>MATH 341</b>	Software changes.

### Media Arts

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<b>MEDIA050</b>	No changes based on assessments.
<b>MEDIA101</b>	In 2014/2015: Content of course is re-focused on multicamera television production practices.
<b>MEDIA103</b>	No changes based on assessments.
<b>MEDIA105</b>	No changes based on assessments.
<b>MEDIA107</b>	No changes based on assessments.
<b>MEDIA110</b>	No changes based on assessments.
<b>MEDIA112</b>	No changes based on assessments.
<b>MEDIA117</b>	This course has not been offered for several years. There are no plans to offer this course in the near future.
<b>MEDIA120</b>	This is a brand new course and hasn't been taught yet, or assessed.
<b>MEDIA202</b>	This course will no longer be offered.
<b>MEDIA213</b>	No changes based on assessments.
<b>MEDIA290</b>	No changes based on assessments.

### Medical Office Administration

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<b>CABOT182</b>	n/a
<b>CABOT183</b>	n/a
<b>CABOT185</b>	n/a
<b>HIT 182</b>	A course must be offers in order to be assessed.
<b>HIT 184</b>	No changes have been made as the course is new.
<b>MOA 180</b>	No changes have been made as the course is new.
<b>MOA 181</b>	Textbook was changed to present more up-to-date information.

## Report on Course Changes Due to SLO Assessments

<b>MOA 182</b>	Textbook was changed to present more up-to-date information.
<b>MOA 183</b>	Class has been completely revised due to ICD-9-ICD10 conversion. Still Waiting approval of changes from Chancellors office.
<b>MOA 185</b>	Textbook was changed to present more up-to-date information.
<b>MOA 187</b>	Textbook was changed to present more up-to-date information.

### Music

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<b>MUSIC101</b>	More specific instructor guides made; text updated; aligned with C-ID descriptor
<b>MUSIC102</b>	Revision to meet AA-T requirements completed, making Music 102 obsolete.
<b>MUSIC103</b>	No changes required at this time.
<b>MUSIC104</b>	Revision to meet AA-T requirements completed, making this course obsolete.
<b>MUSIC105</b>	Revision to meet AA-T requirements completed, making this course obsolete.
<b>MUSIC107</b>	Revision to meet AA-T requirements completed, making this course obsolete,
<b>MUSIC108</b>	Revision to meet AA-T requirements completed, making this course obsolete.
<b>MUSIC113</b>	No changes required at this time.
<b>MUSIC120</b>	Increased access to live music and more use of electronic resources
<b>MUSIC121</b>	Changes of textbook and increased online resources
<b>MUSIC122</b>	No changes required at this time.
<b>MUSIC125</b>	greater emphasis on research and writing, increased access to live performance
<b>MUSIC126</b>	see 125
<b>MUSIC127</b>	Increased access to live word music
<b>MUSIC140</b>	Updated course outline to align with AA-T requirements
<b>MUSIC144</b>	Updated course outline to align with AA-T requirements
<b>MUSIC145</b>	Updated course outline to align with AA-T requirements
<b>MUSIC146</b>	Updated course outline to align with AA-T requirements
<b>MUSIC147</b>	Updated course outline to align with AA-T requirements
<b>MUSIC148</b>	Updated course outline
<b>MUSIC152</b>	Updating course outline to align with AA-T requirements
<b>MUSIC160</b>	Updates recently passed in C&I.
<b>MUSIC161</b>	Updates recently passed in C&I.
<b>MUSIC162</b>	Updates recently passed in C&I.
<b>MUSIC163</b>	Updates recently passed in C&I.
<b>MUSIC171</b>	none at this time
<b>MUSIC176</b>	none at this time
<b>MUSIC177</b>	none at this time

## Report on Course Changes Due to SLO Assessments

<b>MUSIC178</b>	none at this time
<b>MUSIC201</b>	First time offering - no assessments possible yet. Will be assessed this fall.
<b>MUSIC211</b>	First time offering - no assessments possible yet. Will be assessed this fall.
<b>MUSIC230</b>	Assessments influenced recently updated curriculum.
<b>MUSIC231</b>	Assessments influenced recently updated curriculum.
<b>MUSIC232</b>	Assessments influenced recently updated curriculum.
<b>MUSIC233</b>	Assessments influenced recently updated curriculum.
<b>MUSIC235</b>	Updates in progress
<b>MUSIC236</b>	Assessments influenced recently updated curriculum.
<b>MUSIC237</b>	Assessments influenced recently updated curriculum.
<b>MUSIC241</b>	Assessments influenced recently updated curriculum.
<b>MUSIC242</b>	Assessments influenced recently updated curriculum.

## NC Developmental Skills

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<b>DSL 010</b>	Course rewritten to reflect Common Core Standards. Textbooks have been updated.
<b>DSL 015</b>	Textbooks have been updated.
<b>DSL 020</b>	This course has been revised to reflect the Common Core Standards. Textbooks have been updated.
<b>DSL 021</b>	Textbooks have been updated.
<b>DSL 022</b>	Textbooks have been updated.
<b>DSL 023</b>	Course recently modified to reflect Common Core Standards. Textbooks have been updated.
<b>DSL 024</b>	Course recently modified to reflect Common Core Standards. Textbooks have been updated.
<b>DSL 025</b>	Course recently modified to reflect Common Core Standards. Textbooks have been updated.
<b>DSL 026</b>	Course recently modified to reflect Common Core Standards. Textbooks have been updated.
<b>DSL 027</b>	Course recently modified to reflect Common Core Standards. Textbooks have been updated.
<b>DSL 030</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 031</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 032</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 033</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 034</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 040</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 041</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.

## Report on Course Changes Due to SLO Assessments

<b>DSL 042</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 043</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 044</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 045</b>	Course will be modified as soon as National standards are published and adopted by California Department of Education. Textbooks have been updated.
<b>DSL 048</b>	Course was rewritten in 2012 with updated text
<b>DSL 050</b>	Course has been refreshed with updated texts.
<b>DSL 060</b>	Course recently modified to reflect College and Career Readiness Standards. Textbooks have been updated.
<b>DSL 061</b>	Course recently modified to reflect College and Career Readiness Standards. Textbooks have been updated.
<b>DSL 070</b>	Textbooks have been updated.
<b>DSL 110</b>	Course rewritten according to the Common Core Standards and approved by Curriculum and Instruction Committee. Textbooks have been updated accordingly.
<b>DSL 111</b>	Course rewritten according to the Common Core Standards and approved by Curriculum and Instruction Committee. Textbooks have been updated accordingly.
<b>DSL 112</b>	Course rewritten according to the Common Core Standards and approved by Curriculum and Instruction Committee. Textbooks have been updated accordingly.
<b>DSL 113</b>	Course rewritten according to the Common Core Standards and approved by Curriculum and Instruction Committee. Textbooks have been updated accordingly.
<b>DSL 114</b>	Course rewritten according to the Common Core Standards and approved by Curriculum and Instruction Committee. Textbooks have been updated accordingly.
<b>DSL 115</b>	Course rewritten according to the Common Core Standards and approved by Curriculum and Instruction Committee. Textbooks have been updated accordingly.
<b>DSL 116</b>	Course rewritten according to the Common Core Standards and approved by Curriculum and Instruction Committee. Textbooks have been updated accordingly.
<b>DSL 117</b>	Course rewritten according to the Common Core Standards and approved by Curriculum and Instruction Committee. Textbooks have been updated accordingly.
<b>DSL 147</b>	Textbooks have been updated.
<b>DSL 148</b>	Textbooks have been updated.
<b>DSL 149</b>	Textbooks have been updated.
<b>DSL 150</b>	Textbooks have been updated.

## Non-Credit Business

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<b>OBT 011</b>	Average speed has dropped from 29/wpm to 26/wpm. Compared to the SLO in Fall 2013 the grade on the objective test remained the same—A, the average speed dropped from 29 wpm to 26 wpm; students continued to have an average of 2 errors; the speed increase dropped from 4.625 to 4.5 (miniscule); the drop of .750 errors on the 2013 test went to a drop of .39 in 2015. Our students are basically maintaining a status-quo from the previous SLO. Typing students seem to be at lower level of ESL this year. Statistics should be kept as to our student's English levels which will help us present the keyboarding program to their English reading and speaking level. Even with that observation our students are keeping on track.
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## Report on Course Changes Due to SLO Assessments

- OBT 012** Our assessment indicates that the intermediate keyboarding curriculum needs to continue stressing speed and accuracy drills. The analysis further depicts a correlation between increased emphasis on production work and decreased speed and accuracy in students' performances. Action plan: Emphasis should continue on Cortez-Peters corrective exercises and the newly introduced Cortez-Peters speed drills after lesson 30. Suggest meeting with faculty to review the Cortez-Peter program implementation, its benefits, possibly streamline procedures, etc. Recommendation: Assess intermediate keyboarding SLO #2 again in spring, 2015.
- OBT 013** Students with increase or no change in their timed writing speed had some additional Cortez Peter timings incorporated into their daily curriculum. Although not a large sampling, assessment results support the theory that additional Daily Timings and Cortez Peter drills do improve student time writing scores.
- OBT 014** Did not have enough students completing this material to produce a meaningful assessment UNTIL NOW: FALL 2016
- OBT 021** Our student composition has recently changed and more of our students are testing out of business math with strong math skills entering the class. Almost all of them work on the calculator as they are not versed in the ten-key rather have been using the calculator on their phones. Our averages have remained very close to the evaluation in the Fall of 2013. As is usual, our lowest grades are on the fraction test. We need to continue playing closer attention to those students working on fractions—they still do not automatically reduce, round, and/or change improper fractions to mixed numbers.
- OBT 022** Determined that the instructors need to include lectures on the difficult sections (individual or group)—payroll, closing and adjusting, debits and credits, etc.
- OBT 023** Many of our students continue on to complete credit Accounting I and Accounting II also with extreme success. The instructors are focused on continuing using their new procedures of encouragement and instruction.
- OBT 031** Revised content to accommodate reduction in course hours. Content has been updated to focus on proper email writing for professional use (protocols, netiquette, don'ts). Although student test results are higher than in previous semesters, the revisions are still being evaluated.
- OBT 032** This course has been combined with OBT33 Business Letter Writing and thus submitted to C&I for deletion.
- OBT 033** Faculty to review the assessment instrument and compare the assessment questions with the course curriculum and identify opportunities for improvement/ reinforcement of lessons or recommend adjustments in the assessment tool.
- OBT 034** Revised content to accommodate reduction in course hours: assessment in progress.
- OBT 035** When this class is taught in the spring of 2016, the final exam will be done in groups instead of individually: a cooperative learning technique. This will promote peer instruction and allow the teacher to listen, and intervene when necessary thus provoking more of a discussion on these two questions and turning the final exam into another learning activity. The goal is to have the students recognize and practice true listening skills.
- OBT 040** This is a follow up to the SLO completed in Spring of 2012. At that time, not every student was able to complete this benchmark. Since 2012, I added more samples for the students to look at and take from. In addition, one of the assignments is to fill out an online application while I am present. This way, students' questions were answered in real time.
- OBT 050** Additional exercises will be added to address conflicts that may arise when working with various personality types on the job. Although the students are able to now identify different personality types, faculty will work with them a bit more with the pros and cons of working with people of various personality types. Most importantly, how to deal with conflict in a professional way.
- OBT 055** The Pre and Post-tests can and should be modified regularly, as technology changes in the modern office environment.

## Report on Course Changes Due to SLO Assessments

- OBT 061** The plan is to increase the average grade earned for the class from 89.7% to 90% and above. The instructors have agreed to increase the passing grade for the chapter exams from 70% to 75%, which will increase the retention rate. We have also agreed to complete surveys with the graduates and current enrollees, to understand the necessary changes needed, as well as, the appropriate actions required to improve the module in the program. The results for the future changes and strategies will be shown in the upcoming SLO(s).
- OBT 062** The instructors have agreed to complete surveys with the graduates and current enrollees, to ensure an increase in the number of students attending the class and successfully completing the program. The survey will also give us the opportunity to assess our teaching methods, as well as, to determine the appropriate actions needed to improve the class. In addition, by using our marketing committee, we will try to promote the class by advertising in local communities. The results for the future planning will be shown in the upcoming SLOs.
- OBT 070** Review the technical skills for students without any previous computer experience.
- OBT 071** A summative assessment in the form of a multiple choice, matching, T/F, fill in the blank final was administered to evaluate student performance on each SLO listed above..
- OBT 080** Students were given a pre-instruction evaluation, followed by instruction, followed by a post-instruction evaluation. Students were asked to define Windows terminology and show where items were located and their use.
- OBT 090** Students were asked to apply the skills learned in the class to solve several assessments. These assessments demonstrated their knowledge of Excel in the areas listed above. They were given a time limit to submit their results. Then these results were evaluated by the Instructor.
- OBT 091** Students were asked to apply the skills learned in the class to solve several Skills Assessments test. These assessments demonstrated their knowledge of Advanced Excel in the areas listed above. They were given the entire class period to submit their results. Then these results were evaluated by the Instructor
- OBT 095** Grade statistics: Test 1: 18 tests were given with an average score of 93.3%. Test 2: 18 tests were given with an average score of 71.1%. Test 3: 18 tests were given with an average score of 92.2%. Test 4: 18 tests were given with an average score of 93.3%.
- OBT 097** Grade statistics: Test 1: 18 tests were given with an average score of 93.3%. Test 2: 18 tests were given with an average score of 71.1%. Test 3: 18 tests were given with an average score of 92.2%. Test 4: 18 tests were given with an average score of 93.3%.
- OBT 100** Results after data analysis indicate there is a low correlation between the amount of positive attendance and demonstrating a successful SLO.
- OBT 101** Out of 18 students, all 18 were able to use the track changes features taught in class. This indicates that the students could demonstrate an understanding of the measured SLO.
- OBT 111** Students were given homework on creating, editing, saving, retrieving and printing a PowerPoint presentation. The final exam was a presentation project of their choosing which consisted of at least 12 slides, animations, graphics, and printing.
- OBT 113** A final test was given and all of the students performed in a satisfactory manner.
- OBT 138** Students were asked to apply the skills learned in the class to solve assessments. These assessments will show how much a student has learned in MS Outlook 2013. They were given a time limit to submit their results. Then these results were evaluated by the instructor.
- OBT 140** The students were given additional projects related to search and social media.
- OBT 150** 90% of the students performed average skills in performing optical character recognition skills in scanning and editing documents.

## Non-Credit ESL

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- ESL 001** Implementation of new verbal exit exam.
- ESL 005** Course will integrate more conversation and writing practice along with more content that highlights health, safety and integration into the community.



## Report on Course Changes Due to SLO Assessments

ESL 010	Implementation of new verbal exit exam.
ESL 020	Implementation of new verbal exit exam.
ESL 030	Implementation of new verbal exit exam.
ESL 040	Creation of new verbal exit exam is underway.
ESL 050	Creation of new verbal exit exam is underway.
ESL 080	Course LOs were revised to incorporate Level 1 and Level 2 grammar structures in written and oral presentations. Answering questions about a monologue or conversation replaced debating as a comprehension assessment. Additionally, short presentations replaced short speeches as a performance assessment.
ESL 081	Revision of course SLOs is being considered.
ESL 082	SLOs were revised to incorporate Level 4 and Level 5 vocabulary and grammar structures in observed conversations.
ESL 090	More citizenship-related vocabulary will be taught; more mock citizenship interviews will be conducted, and more dictated writing exercises will be carried out.

## Non-Credit Parent Ed

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PARED010	See section C.3.
PARED011	See section C.3.
PARED012	See section C.3.
PARED013	See section C.3.
PARED020	See section C.3.
PARED021	See section .C.3
PARED030	See section C.3.
PARED031	See section C.3.
PARED050	See section C.3.
PARED051	.
PARED054	See section C.3.
PARED060	See section C.3.
PARED070	See section C.3.

## Nursing

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NS 200	I felt that this change that was done mid-year was of great benefit to all students. I have yet to see how students will be able to apply what they learned in my NS 210 and NS 211 courses that follow in Fall 2013. However, given the discussion I was hearing in the class and the quality of the work I received in Summer 2013 I am confident that I will keep this assignment and future classes will benefit. In the survey that was conducted after the semester, the majority of students were satisfied with the overall course. Some of the free-text responses indicated that some students wish for more class times, want more information outlined in the lecture (however, it is critical that students read the chapters so I limit the information on purpose), and students want the unit value of this course increased because they do not feel that the amount of time they have to study is reflected. This seems to be a theme with new students who are adapting to the culture of a nursing program that encompasses memorization, reading, critical thinking, synthesis and application.
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## Report on Course Changes Due to SLO Assessments

- NS 201** 97% of the student cohort scored a satisfactory on the nursing skills practicum; one student earned a "Must Improve" on the clinical evaluation at the end of the semester. Remediation was required for those students who needed improvement and they succeeded on their second attempt. First semester students will be participating in high level simulation clinical scenarios practicing basic nursing skills. These simulations should assist students to achieve satisfactory performance the practicum and on the clinical evaluations.
- NS 202** Fall 2012: No failure or withdrawals; Spring 2012: No failure or withdrawals. Continue with the current SLO plan
- NS 203** SLO #1 When analyzing points received for each student, I noticed that 100% of students received 100% scoring by their group peers. This showed that 100% of the students met the goal I established. It is interesting that when students know that they will have peer evaluation they make an additional effort to participate in all group activities. I will continue to utilize peer evaluations as before and scaffolding of objectives on a weekly basis until presentation is due. This prevents student procrastination. SLO #2: To evaluate this SLO I isolated criteria #2 and #4 in the grading rubric and noticed that 31/34 students were able to provide me with appropriate clinical trials and practice alerts for their chosen drugs, 33/34 students were correctly able to analyze the research and come up with appropriate nursing interventions for patients taking the selected drug. The student who did not mention the nursing interventions said "I completely forgot to write the interventions in my paper, I don't know what happened." These results suggest that 95% of the students were able to accomplish SLO # 2. Continue using the same grading rubric for cardiac research paper, this time I have the students discuss and analyze more than one comparative clinical trial and also they have to elaborate the nursing interventions because this part of the paper is worth most of the points.
- NS 204** SLO # 1: Manikin Simulation for practice of bedside situations that can observe the students compliance to EBP and how to cope with real time changes in patient condition; Surveys onto Survey Monkey of evaluation of simulation sessions. All areas had 75%-97.6% "agree", except the following specific areas: A: 68.3% for class activities organized B: 70.7% for written work helpful C: 61% -63.4% for syllabus easy to use and understand All students passed this course this semester, Fall 2011 D: 61% -68.3% agree with the required textbook and recommended materials E: 61% -65.9% agree with the software for this course The instructors will reevaluate the class textbook and recommended materials, and make changes as needed Software used for this class will be reevaluated and updated new software will be added. SLO #2: National Council Examination for Registered Nurses (NCLEX-RN); class and clinical surveys. The results of the NCLEX-RN pass rate for the year 2011 (Jan-Dec) is 91.8%. This is high for a community college ADN program. The Faculty has decided that they would like to maintain this high rate or strive for a higher NCLEX pass rate. We have implemented the Kaplan Integrated Review Program into 4th semester NS204 in Fall 2011. The faculty feel this program by Kaplan would help our students prepare for the NCLEX-RN and perhaps maintain or achieve higher pass rates as a class. The review incorporates test questions and exams similar to the NCLEX-RN and resources for our students to use for study.
- NS 205** Since students expressed concern with the tutor, I am going to attempt conducting the tests review/tutoring session for my courses next Winter 2014. It is imperative that all students read the textbook and I do not plan to change my pattern of lecturing and doing group test questions on my slides during the lecture course. I have observed that all students want the Power Point sent ahead of time; I used to send it on the same day as the lecture. My plan is to send the Power Points the day before so students can print or save their outlines.

## Report on Course Changes Due to SLO Assessments

### NS 208

SLO #1 : here were a total of 40 students in both sections. In the weekend/evening section there were 19 students. Four of these students did not pass the class. Of these four, two were working full time and did not attend tutoring or a study group. One of these students did not come to office hours until the end of the semester and had previously failed this class when taught by another instructor. Another student who did not pass also simultaneously failed another nursing class. The third failure was related to working full time as a grade school teacher as well as having family obligations. This student could not attend tutoring but did come to office hours. This student claimed to be overwhelmed and made a decision to put their effort into the nursing class with the clinical component. This decision was made after talking with me and the other nursing instructor involved. The fourth student failed every examination including the final. This student was referred to the disabled student center but choose not to go. The student did come to office hours and also went to tutoring. It was not clear as to the reason for not passing. There was one student who did not pass the class during the day session. This student had a learning disability that required medication and did not discuss this with the instructor until the end of the semester. This student did not pass any examination and did not pass the final examination. The student did not ask for special accommodations nor come to an office hour appointment as requested. In counseling the students who were performing poorly the nursing advisor discovered that many of these students were not reading the book and were trying to memorize drugs instead of understand the classes'™ mechanism of action, import interventions as well as common side effects and adverse reactions. In addition to the above, some students stated also to the instructor that they had forgotten basic physiology and principles learned in NS205. ANALYSIS -There were 40 total students in both sections of NS208. There were 19 students in the weekend/evening section and 21 students in the Standard Schedule section. As mentioned above, all students who failed the class were counseled and tracked. The analysis of this was presented above in examining student services. Only one student had a failure due to very low examination grades and failure of the comprehensive final exam grade in which no contributing factors to the failure were disclosed or discovered. The 1st year nursing faculty and I conferred and there was no apparent reason for the failure. Many of the weekend/evening students work at least ½ time and several full time. This is often problematic for a nursing student if they work over 15 hrs. a week. Discussion of this issue occurs when entering the R. N. program as well as in the general orientation for NS208. Refinements for the next time this class is taught: 1. Reinforce all the resources available to the students if they are not achieving a passing grade. The following are resources available for students: tutoring, referral to nursing faculty advisor, office appointment with instructor, and counseling through the Student Health Center for personal problems and assessment for a learning disability. 2. The new version of MyNursingLab has been created and faculty attended an introductory workshop. It is being implemented in NS205 (prerequisite to NS208) August 1st. The Pearson representative has been in touch with me regarding implementing this during the fall semester. At this time, we as a faculty, are waiting to see how the new version of MyNursingLab was utilized by students and to see if the use facilitated student success for all or the students who needed extra academic support. My Nursing Lab has been purchased by students and it is now necessary to determine how best to use the resource; 3. Bring the instructor PowerPoint up to date regarding current new classes of medications. Refine and or redo quizzes and examinations based on new knowledge. SLO #2: Continue topic of student concerns in nursing faculty meetings since this helped identify students at risk in all nursing courses thus enabling faculty to see patterns of student failure or success. This helped identify at risk students who may have special needs or factors that interfere with the learning process; 2. Continue encouraging students to sign-up for Medscape at the beginning of the semester and announce the importance of having the instructor see the articles prior to submission. Refinements for the next time this class is taught-1. Require students to bring in their list of medications used by their assigned patient in the medical/surgical class. 2. Confer with the instructor who is teaching NS205 as to how MyNursingLab was implemented and how it might be incorporated into NS208

### NS 210

SLO #1 : Student will demonstrate basic nursing skills at a satisfactory level on the Fundamentals practicum and the student survey monkey evaluations of our classes and clinical rotations. All students passed the Practicum with a satisfactory rating. We will continue current evaluation of practicum. However, we will consider revision of the evaluation process for the practicum in the future. SLO #2: Student will demonstrate safe patient care at a satisfactory level on the clinical Evaluation Tool. One student received a "Must Improve" on the clinical evaluation tool. Remediation for a clinical "Must Improve" formerly was the enrollment in the clinical enrichment course NS 219. However with elimination of that clinical course, remediation is assigned in the Nursing Resource Lab with a grant-funded nurse associate assisting student with review demonstrations of clinical skills, viewing of DVDs and other skills review.

## Report on Course Changes Due to SLO Assessments

- NS 211** SLO #1: Achieve a "pass" score on the Graded Care Plan. All students achieved a passing score on the Graded Care Plans. We plan to make changes in the care plan format, to integrate Quality, Safety and Education for Nurses (QSEN) competencies and incorporate the Situation, Background, Assessment and Recommendation (SBAR) tool to facilitate reporting. SLO #2: Achieve a score of 75% or greater on Exams, and the APA- style paper on a selected health problem. There was one student failure (final grade of less than 75%); this is reflective of grades on exams and on the required paper. Three other students achieved grades less than 75% on the APA-style paper. Students who earn a grade on exams lower than a 76% are referred to the grant-funded Nursing Advisor to identify factors leading to attrition and strategies to improve success in the program. Also, after reviewing student evaluations, more organization of class schedule would assist them in preparation for class and reduction of anxiety, therefore a master class schedule was created. The APA format, although discussed in previous classes, is new to the students; instruction and web-based resources are given in the syllabus and in class. During class, questions concerning assignments and their requirements will be responded to in a timely fashion. SLO #3: Demonstrate at a 90% accuracy on a medication administration examination Satisfactory Evaluation on the Level 4 Clinical Evaluation Tool. Prior to this assessment cycle, there was a 25% failure rate of the medication math exam. The faculty of the fourth semester reviewed the examination in the spring of 2012, and felt it reflected primarily an evaluation of high level critical care medication administration. The exam was thus revised to evaluate a continuum of medication administration skills from 1st semester to third semester, along with some guided questions to assess 4th semester level. Continue to review the medication administration examination every semester for consistency with this Student Learning Outcome
- NS 212** Concept map will be adopted as an additional assessment too to help students conceptualize disease process as it relates to the nursing process.
- NS 213** SLO #1: Respiratory Unit Exam, PC program in the NRL that discusses ABGs and their abnormalities. And Pass PC program test with score of greater than 75% and ABG quiz all 35/35 students passed the NRL PC program and 34/35 passed the classroom ABG quiz, Will continue to discuss ABGs in seminar and also assign students to complete the ABG PC program in NRL. Will continue to give bonus questions on ABG in respiratory exam. SLO #2: Cardiac Unit Exam, Essentials of cardiac rhythm recognition PC program and Pass PC program exam with score of greater than 75% and Cardiac rhythms quiz; Only 80% of students met this goal. This goal is also very difficult to meet because the concept is complicated and there is only 2hrs of lecture dedicated to arrhythmias. To address this problem, I encouraged students to take an outside class on arrhythmias that is offered independently and also requested tutoring of students in this topic. In addition I provided students with more practice strips and website that they can go to practice independently, offered tutoring outside of class. SLO #3: Student will demonstrate understanding of common drugs and calculate correct dosage of drugs before providing patient care and administering medications in the hospital 35/37 Students met the SLO with score of 90% and above, Remediated 2 students who scored less than 90% and with second exam they also passed. Will continue to give medication math exam questions to study during holidays and also emphasize understanding and application of medications during medication administration competency day we have during the first week of school prior to student being allowed in a clinical setting. SLO #4: Nursing care plan with grade of 75% or greater with meeting requirement of including one QSEN competency and explanation and also Exam ! with meeting Questions 31-35 98% of students met this goal, they are very interested in QSEN competencies because I assign to watch a true and touching video of a young boy named Lewis Blackman and also assign them to do group presentations of competencies in class I will continue to emphasize importance of maintaining Quality and Safety in patient care and assign students to watch Lewis Blackman Video and group presentations on QSEN competency in class. SLO #5: Completed Laerdal IV simulation program and Successful access of 3 venous sites on the simulator and completion of IV therapy self study packet and exam  
It was difficult to meet this goal because of constant malfunction of simulation device in lab and in addition students were not all able to be scheduled in time before going to clinicals. Only 30/35 students were able to practice on IV simulator prior to second week of clinical and 100% of students completed IV packet self study and passed IV therapy written exam Keeping this in mind, I decided to allow students to start IV in their clinicals even without completing simulator as along as the clinical instructor directly guided and supervised them and also they completed the IV self study packet and passed exam with a score of >90%. I also will continue to look in catalogs to find another simulator we can order in case the current one breaks down again.
- NS 214** SLO #1-Continue to evaluate SLO for consistency and learning needs during the next assessment cycle. SLO #2-Continue to review the SLO during next cycle to correct inconsistencies. SLO #3: Continue to review the medication administration examination every semester for consistency with this Student Learning Outcome

## Report on Course Changes Due to SLO Assessments

- NS 215** SLO# 1:Will continue to assess and evaluate during next assessment cycle, 2014□ SLO # 2: Review and revise the evaluation forms during next assessment cycle, 2014
- NS 216** Although the winter 2013 and summer 2013 rotations resulted in highly positive results, the instructors will continually assess the units assigned at GAMC, and adjust assignments or units to increase the opportunities for learning. This will be done for other rotations at other facilities as well. We will also work on documentation access early at GMH. We have now worked on this for 4 semesters, and sometimes we have early access to the computers and sometimes we do not. We will work with our full-time and part-time faculty so that there is consistency in how to get computer/documentation access in clinical.
- NS 217** All students passed the final exam, with the lowest score being 80% and highest score being 93%. Will continue as planned.
- NS 218** SLO #1 : All students passed the dosage exam on the first attempt. The plan is continue the class as planned SLO #2: One student scored a 71% on the midterm exam. In meeting with her, she was having difficulty balancing her childcare and her husbandâ€™s work schedule. Prior to her final exam, she was awaiting a family member to travel from overseas to assist with her childcare. All students scored above 75% on the final exam and all students successfully completed the course. The plan is continue the class as planned.
- NS 219** The students feel this optional course is very helpful in developing and enriching their clinical skills and confidence. This course has actually assisted in marked improvement in students with weaker clinical skills in the clinical rotations following this course. The hospitals used have been appropriate and available during the intersessions for this course. Although this course is paid for via grant funds, NS 219 has proved valuable for student enrichment and has decreased attrition in each class. We will continue to do what we feel is necessary to support funding of this course in the future. We will also continue to evaluate this course whenever funds allow it to occur.
- NS 222** SLO # 1: Two quizzes; One Group presentation; Three unit exams; Comprehensive final exam; Two research papers Fall 2012: No failure or withdrawals. Continue to follow the current plan. □SLO #2: Two quizzes; One Group presentation; Three unit exams; Comprehensive final exam; Two research papers Fall 2012: No failure or withdrawals. Continue to follow the current plan.□SLO #3: Two quizzes; One Group presentation; Three unit exams; Comprehensive final exam; Two research papers Fall 2012: No failure or withdrawals. Continue to follow the current plan□
- NS 223** All of the students had passing scores of 75% or higher on their quizzes, exams, NRL activities and writing assignments.□Expectations were met, will continue the same.□
- NS 232** Group Presentation graded with presentation rubric; Completion of NRL assignments. Fall 2012: No failure or withdrawals; Spring 2012: No failure or withdrawals. Continue with the current SLO plan.
- NS 233** SLO #1 When analyzing points received for each student, I noticed that 100% of students received 100% scoring by their group peers. This showed that 100% of the students met the goal I established. It is interesting that when students know that they will have peer evaluation they make an additional effort to participate in all group activities. I will continue to utilize peer evaluations as before and scaffolding of objectives on a weekly basis until presentation is due. This prevents student procrastination. SLO #2: To evaluate this SLO I isolated criteria #2 and #4 in the grading rubric and noticed that 31/34 students were able to provide me with appropriate clinical trials and practice alerts for their chosen drugs, 33/34 students were correctly able to analyze the research and come up with appropriate nursing interventions for patients taking the selected drug. The student who did not mention the nursing interventions said â€œI completely forgot to write the interventions in my paper, I donâ€™t know what happenedâ€œ.□These results suggest that 95% of the students were able to accomplish SLO # 2.□Continue using the same grading rubric for cardiac research paper, this time I have the students discuss and analyze more than one comparative clinical trial and also they have to elaborate the nursing interventions because this part of the paper is worth most of the points.□

## Nutrition

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- NUTR 114** Emphasis placed on alternative grain products
- NUTR 118** This class was not offered for the last three semesters. Class is currently being offered and will be assessed.
- NUTR 125** No changes needed

## Report on Course Changes Due to SLO Assessments

### Philosophy

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<b>PHILO101</b>	Maintain the reframing, but continue to impress upon the students the importance of getting the first one in on time.
<b>PHILO113</b>	see SLO database
<b>PHILO114</b>	see SLO database
<b>PHILO116</b>	see SLO database
<b>PHILO117</b>	see SLO database
<b>PHILO118</b>	see SLO database
<b>PHILO119</b>	This activity will be expanded by requiring the students to summarize how Socrates refutes the views of each of his opponents in this dialogue.
<b>PHILO120</b>	Students will next be required to apply the theories expressed in the chart to novel issues and circumstances.
<b>PHILO121</b>	see SLO database

### Photography

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<b>PHOTO100</b>	This course has been withdrawn from the catalog.
<b>PHOTO101</b>	None this year.
<b>PHOTO103</b>	None this year.
<b>PHOTO105</b>	SLO have been refined to more accurately measure updated course content.
<b>PHOTO106</b>	None this year.
<b>PHOTO107</b>	None this year.
<b>PHOTO112</b>	None this year.
<b>PHOTO114</b>	SLO have been refined to more accurately measure updated course content.
<b>PHOTO117</b>	This course has been withdrawn from the catalog.
<b>PHOTO118</b>	None this year.
<b>PHOTO121</b>	None this year.
<b>PHOTO122</b>	None this year.
<b>PHOTO124</b>	This course has been withdrawn from the catalog.
<b>PHOTO125</b>	This course has been withdrawn from the catalog.
<b>PHOTO128</b>	This course has been withdrawn from the catalog.
<b>PHOTO129</b>	This course has been withdrawn from the catalog.
<b>PHOTO130</b>	None this year.
<b>PHOTO150</b>	This course has been withdrawn from the catalog.
<b>PHOTO155</b>	This course has been withdrawn from the catalog.
<b>PHOTO250</b>	This course has been deleted from Photography
<b>PHOTO251</b>	This course has been deleted from Photography

## Report on Course Changes Due to SLO Assessments

**PHOTO255** This course has been deleted from Photography

### Physical Education

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<b>KIN 166</b>	It was hard to assess SLOs so they were changed and updated fall 2016. Was approved by C&I and academic affairs.
<b>KIN 167</b>	It was hard to assess SLOs so they were changed and updated fall 2016. Was approved by C&I and academic affairs.
<b>KIN 168</b>	It was hard to assess SLOs so they were changed and updated fall 2016. Was approved by C&I and academic affairs.
<b>PE 101</b>	Class went to C&I spring 2016 to remove lecture component and can now be graded.
<b>PE 102</b>	Class went to C&I in spring 2016 to remove lecture component and can now be graded.
<b>PE 105</b>	Class was modified and went through C&I due to TBA and repeatability
<b>PE 110</b>	Nothing to report
<b>PE 120</b>	Went through C&I in Spring 2013
<b>PE 121</b>	Class changed to PE 111 and was approved by C&I and state.
<b>PE 130</b>	Course units and hours will be adjusted.
<b>PE 131</b>	Course units and hours will be adjusted.
<b>PE 132</b>	Course units and hours will be adjusted.
<b>PE 134</b>	Course units and hours will be adjusted.
<b>PE 135</b>	Course units and hours will be adjusted.
<b>PE 140</b>	Course units and hours will be adjusted and will create a badminton family.
<b>PE 141</b>	Course units and hours will be adjusted and will create a badminton family.
<b>PE 150</b>	Course units and hours will be adjusted and will create a basketball family.
<b>PE 154</b>	Course units and hours will be adjusted and will create a basketball family.
<b>PE 164</b>	Course to only be offered in PE and archived until we find an instructor
<b>PE 200</b>	Class was modified and went through C&I and created an intermediate flag football class.
<b>PE 229</b>	Course is now PE 238 Beginning Soccer
<b>PE 231</b>	We offer Advanced Softball PE 234 found in athletics
<b>PE 241</b>	Created families and changed faculty contact hours and units.
<b>PE 247</b>	Recently went through C&I will be part of the soccer family.
<b>PE 285</b>	Last assessment was Fall 2013
<b>PE 295</b>	Class was approved by C&I and state.

### Physics

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<b>PHY 049</b>	None
<b>PHY 101</b>	Lectures now include interactive problem-solving sessions.
<b>PHY 102</b>	None

## Report on Course Changes Due to SLO Assessments

PHY 103	None
PHY 105	None
PHY 106	None
PHY 110	Exams include a mix of of multiple-choice and free-response questions.

### Political Science

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POL S101	Revised curriculum to address critical thinking by modifying an essay question.
POL S102	Revised curriculum to address critical thinking by modifying an essay question.
POL S103	Required evidence from readings to support arguments.
POL S104	Revised curriculum to address critical thinking by modifying an essay question.
POL S106	Revised curriculum to address critical thinking by modifying an essay question.
POL S108	N/A
POL S110	N/A
POL S111	Revised curriculum to address critical thinking by modifying an essay question.

### Psychology

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PSYCH101	Coursework and assessment were updated to include more current research.
PSYCH104	Coursework and assessment were updated to include more current research.
PSYCH106	Coursework and assessment were updated to include more current research.
PSYCH115	Coursework and assessment were updated to include more current research.

### Real Estate

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RE 101	We are working to ensure students with limited English proficiency are made aware of resources available to them on campus.
RE 105	We are putting more emphasis on consumer protection.
RE 120	Due to the constantly changing regulations in the industry, updated forms are provided to the students, with extra help being given to students with a limited understanding of technical English terminology.
RE 130	By requiring online chat room participation we have increased student to student and student to professor interaction.
RE 140	Peer editing has been instituted as well as starting project writing earlier in the semester.
RE 150	More time is being devoted to the secondary mortgage market and the current regulatory climate.
RE 161	Additional reading handouts are being distributed to enhance the students'™ learning experience.
RE 162	Additional project worksheets are being provided to assist students in solving actual appraisal problems.
RE 163	Additional handouts have been provided but we are limited in the amount of extra computer time we can assign based on a lack of dedicated classroom space and computers.
RE 164	Additional project worksheets are being provided to assist students in working on projects outside the classroom, giving them more hands-on experience and preparing for their chosen career.



## Report on Course Changes Due to SLO Assessments

<b>RE 165</b>	Students are being encouraged to provide more feedback on course material and real life experiences in the subject field.
<b>RE 180</b>	More emphasis is being placed on classroom discussion.
<b>RE 190</b>	We have added an interactive chat session to the online course to encourage interaction between student to student and student to instructor.
<b>RE 195</b>	Lack of qualified adjunct instructor in real estate law has limited our ability to offer this course and make necessary changes.
<b>RE 199</b>	This class is offered infrequently, therefore changes are difficult to implement.
<b>RE 250</b>	More time has been allotted to filling out escrow forms.

### Social Science

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<b>SOC S101</b>	See SLO Database
<b>SOC S105</b>	See SLO Database
<b>SOC S125</b>	See SLO Database
<b>SOC S125</b>	See SLO Database
<b>SOC S126</b>	See SLO Database
<b>SOC S131</b>	See SLO Database
<b>SOC S132</b>	See SLO Database

### Sociology

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<b>SOC 101</b>	Apply multiple pedagogical techniques, including increased use of Team Based Learning (TBL), to improve students' performance on this learning outcome.
<b>SOC 102</b>	Increase in interactive lectures, group activities, and classroom discussions.
<b>SOC 103</b>	Shorter lectures to provide more opportunities for students to do hands on, active learning both individually and in groups. Also, provide more homework to practice applying the sociological perspectives to actual current events involving different types of crime.
<b>SOC 104</b>	Continue to prepare students for conceptual questions on exams through focused lectures and in-class activities.
<b>SOC 105</b>	Continue to prepare students for conceptual questions on exams through focused lectures and in-class activities.
<b>SOC 131</b>	Class lecture to include more examples of cross-cultural marriage. Moreover, group discussions to address changing family roles, specifically women's economic roles.
<b>SOC 140</b>	Changes made to lesson plan to emphasize the knowledge and skills required to succeed on SLOs. Pop-quizzes also utilized for student self assessment as well as faculty assessment of students' understanding of the material.

### Speech

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<b>SPCH 100</b>	Updated our curriculum and textbook. Prepare for Canvas LMS.
<b>SPCH 101</b>	Updated our curriculum and textbook. Prepare for Canvas LMS.
<b>SPCH 102</b>	Course not being offered.
<b>SPCH 103</b>	Updated our curriculum and textbook. Prepare for Canvas LMS.

## Report on Course Changes Due to SLO Assessments

<b>SPCH 104</b>	Updated our curriculum and textbook.
<b>SPCH 105</b>	Course not being offered.
<b>SPCH 106</b>	Updated our curriculum and textbook.
<b>SPCH 107</b>	Course not being offered.
<b>SPCH 108</b>	Course not being offered.
<b>SPCH 111</b>	Course not being offered.
<b>SPCH 190</b>	Updated our curriculum and textbook.
<b>SPCH 191</b>	Updated our curriculum and textbook.
<b>SPCH 192</b>	Updated our curriculum and textbook.
<b>SPCH 193</b>	Updated our curriculum and textbook.

## Student Development

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<b>ST DV100</b>	No changes were made at this time
<b>ST DV101</b>	No action plan was needed because 100% of students were able to identify their personal learning preference.
<b>ST DV103</b>	Class assessed 2/13/15 for Fall 14.
<b>ST DV125</b>	Added a recommended preparation to class that asks for level 4 ESL and English 191. Also made the class a CSU transferable course.
<b>ST DV128</b>	Class was revised and was on hiatus. Under a new design and went through C&I. Started being taught Spring 2014
<b>ST DV129</b>	More guided practice will be given, with frequent reminders to use the program correctly. 2. Using the reading button will be added to the study guide for final. 3. More guided practice will be given in using the homonyms editing feature.
<b>ST DV141</b>	Results indicate that the methods of assessment currently in place are producing the desired results for this group of students.
<b>ST DV143</b>	A mandatory orientation for all students new to SD 143 was conducted 6 times.
<b>ST DV145</b>	A Recommended recommendation of ESL 141 or English 191 was added to the course.
<b>ST DV146</b>	None, The SLO yielded the results expected
<b>ST DV171</b>	n/a

## Studio Art

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<b>ART 130</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews
<b>ART 131</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews
<b>ART 138</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews
<b>ART 144</b>	No changes needed at this time
<b>ART 150</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews

## Report on Course Changes Due to SLO Assessments

<b>ART 151</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews
<b>ART 152</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews
<b>ART 153</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews
<b>ART 154</b>	This course is no longer taught
<b>ART 155</b>	This course is no longer taught
<b>ART 158</b>	No changes have been made at this time.
<b>ART 160</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews
<b>ART 161</b>	no longer giving a vocabulary test for SLO assessment - now using individual student portfolio reviews
<b>ART 162</b>	course no longer taught
<b>ART 163</b>	course no longer taught
<b>ART 164</b>	No changes needed at this time
<b>ART 165</b>	No changes needed at this time
<b>ART 166</b>	No changes needed at this time
<b>ART 170</b>	No changes needed at this time
<b>ART 171</b>	No changes needed at this time
<b>ART 179</b>	No changes needed at this time
<b>ART 180</b>	No changes needed at this time
<b>ART 181</b>	No changes needed at this time
<b>ART 240</b>	No changes needed at this time
<b>ART 241</b>	No changes needed at this time
<b>ART 280</b>	No changes needed at this time
<b>ART 282</b>	No changes needed at this time
<b>ART 283</b>	No changes needed at this time
<b>ART 285</b>	No changes needed at this time
<b>ART 286</b>	No changes needed at this time
<b>ART 287</b>	No changes needed at this time
<b>ART 288</b>	No changes needed at this time

## Theatre Arts

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<b>T ART100</b>	interested in trying a new textbook. Showcases have proved to be the best assessment tool. This is an "acting for everyone class" about 25% continue to go on to take another class through GCC Theatre Arts.
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## Report on Course Changes Due to SLO Assessments

<b>T ART101</b>	Assessments have allowed us to determine a play as text is necessary. Students use shows at GCC Theatre Arts Department as a way of evaluating plays and use their critical thinking skills to apply to all areas of theatre arts.
<b>T ART102</b>	This course is comparable to those for transfer. Considering an online format due to demand
<b>T ART103</b>	This course was recently assessed and the department determines the showcase component is the most valuable
<b>T ART104</b>	This course was recently offered and assessed (although not reflected in the data currently) - students have progressed for this "advanced" level course and the showcase proves that students are well prepared for transfer
<b>T ART106</b>	This course has not been offered in some time. We are finding ways to offer the course.
<b>T ART107</b>	The name gives a clearer understanding of the type of class - which includes play structure and analysis.
<b>T ART108</b>	This course has been replaced with T ARTS 100 - T ARTS 108 no longer exists
<b>T ART109</b>	It was determined that this is still an introductory class and was kept at the units assigned. Was revamped for the AA-T Degree and along with T ARTS 110 will complete the requirements.
<b>T ART110</b>	First able to be offered in conjunction with the T ARTS 109 and for the AA-T Degree. Has proven quite popular as a continuation. Productions have reflected the advanced study.
<b>T ART111</b>	Removal of the IPA has assisted in making this more of an entry level voice class, while still preparing our students for stage.
<b>T ART121</b>	Not yet offered or assessed. The struggle is not having the faculty to teach that and other necessary technical theatre courses. We plan to offer on a rotating basis
<b>T ART122</b>	See description for T ARTS 121 - this is a continuation course.
<b>T ART123</b>	Class was rewritten as a result of the AA-T Degree implementation - looking forward to the discoveries from these assessments.
<b>T ART129</b>	This is a successful course. It would be helpful if repeatable as there are students who need to continue to assist in the production process.
<b>T ART130</b>	Course was rewritten in 2013 and implemented in SP 2014 - THIS CLASS IS NO LONGER OFFERED - -
<b>T ART131</b>	Course was rewritten in 2013 and implemented in SP 2014
<b>T ART133</b>	will be offered again in SP 2016
<b>T ART140</b>	willing to offer it as there is much demand, examining the rotation and hiring of instructor□
<b>T ART151</b>	willing to offer it, but examining the course for rewrite
<b>T ART155</b>	First time class will be assessed is 2014
<b>T ART160</b>	One of the courses not included in SLO database until FA 2016. Sitting on data. Will input data FA 2016
<b>T ART161</b>	Course not included in SLO Database until FA 2016. Will input assessment in FA 2016
<b>T ART162</b>	Couse not included in SLO Database. Will assess when offered.
<b>T ART171</b>	Not included in SLO Database. Will input assessed data now that course is in system as of 9/2016
<b>T ART173</b>	Not included in SLO Database. Will input now that included in database as of FA 2016
<b>T ART180</b>	Not included in SLO Database. Will input now that included in database as of FA 2016
<b>T ART181</b>	Not included in SLO Database. Will input now that included in database as of FA 2016

## Report on Course Changes Due to SLO Assessments

<b>T ART182</b>	Not included in SLO Database. Will input now that included in database as of FA 2016
<b>T ART183</b>	Not included in SLO Database. Will input now that included in database as of FA 2016
<b>T ART184</b>	Not included in SLO Database. Will input now that included in database as of FA 2016

## Welding Technology

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<b>MTLGY150</b>	Recommended preparation: Eligibility for ENGL 120 or ESL 151.
<b>WELD 117</b>	Safety reminders in the form of visual aids on machinery and videos has improved students safety techniques.
<b>WELD 118</b>	Changes in safety equipment/apparel have reduced personal injury.
<b>WELD 121</b>	Additional lecture time enhanced student's knowledge of safety procedures
<b>WELD 122</b>	Adding additional theory lectures improved attendance & positive feedback.
<b>WELD 123</b>	An equipment signup sheet was developed to effectively manage student time on equipment.
<b>WELD 124</b>	An equipment signup sheet was developed to effectively manage student time on equipment.
<b>WELD 125</b>	An equipment signup sheet was developed to effectively manage student time on equipment.
<b>WELD 126</b>	Making students choose (in order) the processes they plan to learn and use.