ePIE Report - 5 column

Mt. San Antonio College

Continuing Education - WASC Accreditation

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Student Learning Goals - Student Learning Goal 1. Effective communicators who: acquire reading and listening skills; speak and write to be understood; work productively as part of a team; use technology to express ideas.	ESL Language Learning Center - Voicethread to Improve Oral Pronunciation Skills -- AMLA - American Language students using the Language Learning Center and Voicethread software will improve their oral pronunciation skills. **Classification of Resources Requested:** Short-Term Need **Equipment Resources Required:** Voicethread accounts provided through Basic Skills funding **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** During the Spring 2011 semester, AMLA 21 students in Evelyn Hill-Enriquez class will be given a pre-pronunciation assessment and a post-pronunciation assessment using Voicethread software and a rubric scoring vowels, consonants, and delivery. Seventy percent of the students will have at least a five percent increase in their total rubric score from the pre-test to the post-test. **Assessment Method Category:** Course Embedded Test **Criterion:** As a result of using Voicethread throughout the Spring 2011 semester, 70 % of AMLA 21 students will improve their oral pronunciation skills in the areas of vowels, consonants, and delivery.	06/30/2011 - Eighty-Eight percent improved in the pronunciation of their vowels in the post test. Ninety-four percent improved in the pronunciation of their consonants in the post test. And, 100 % improved in their delivery. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** Spring 2011_AMLA 21_Accent_Reduction_data	06/30/2011 - More specific research would have to be conducted to truly establish how much the Voicethread software truly did or did not contribute to the pronunciation improvements from the pre- and post- tests. Regardless, these are very encouraging results.
	Older Adult Programs - Instructor Resources - Instructors will have adequate equipment and resources to provide quality classroom instruction. **Classification of Resources Requested:** Long-Term Need **Equipment Resources Required:** laptops & digital cameras for instructors using multiple off-site locations	**Assessment Method:** Phone or in-person survey of all faculty teaching older adult technology classes. **Assessment Method Category:** Survey **Criterion:** 100% of instructors will report having adequate, college-provided equipment to teach their classes.		

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	Is this a Basic Skills Initiative project?: No			

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Student Learning Goals - Student Learning Goal 2. Critical thinkers who: gather, organize, and analyze information from a variety of sources; form and express a logical opinion or conclusion; demonstrate problem-solving skills; apply knowledge to personal, professional, or academic situtations.				

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Student Learning Goals - Student Learning Goal 3. Lifelong learners who: take responsibility for setting and implementing educational plans; recognize and apply learning strengths; participate productively in the community.				

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Action Plan - Action Plan Goal 1. Improve in use of data to track, assess, and report student access and outcomes.	Adult Basic Education - ABE Program completion and success rates - Increase ABE students' program completion rates, academic success, and post-program success by improved tracking and academic support. **Classification of Resources Requested:** Maintenance Need	**Assessment Method:** ABE LAB COMPUTER CERTIFICATIONS By improving marketing methods and quality of course syllabi, there will be an overall increase in persistence for completing the software certification requirements, thus increasing the number of computer certifications earned by		

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	Equipment Resources Required: computers, instructional materials **Staffing Resources Required:** Additional support staff, i.e., clerical, tutoring, lab assistants; Full-time ABE supervisor , Full-time WIN Program Supervisor, Full-time ABE faculty/counselor **Is this a Basic Skills Initiative project?:** No	1. ABE Lab staff will update the student handbook to include the department email and create a Twitter account to inform students of computer class times. 2. Syllabi will be more comprehensive, encouraging students on the benefits of earning a computer certificates. 3. Examine test content to ensure that curriculum and instruction is in alignment with assessment. This will include identifying possible misalignments with software versions and book editions. **Assessment Method Category:** Other **Criterion:** There will be a 10% increase in computer certifications for MS Office applications.		
		Assessment Method: CAHSEE By continuing to refine tracking processes for CAHSEE students, more nongrads will pass the CAHSEE. Detailed logs will track number of times students attend and counseling logs will track student progress. **Assessment Method Category:** Other **Criterion:** 1. 30% of students enrolled in 2009-10 CAHSEE Program will take the CAHSEE and 40% of these students will pass at least one section of the CAHSEE.		

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Assessment Method:
CAHSEE
New methods of student recruitment will increase the number of 2006-2008 nongrads enrolled in the CAHSEE Prep Program. Advertisements will be increase by placing ads into buses, and local shopping centers. The CAHSEE staff will also make home visits.

Assessment Method Category:
Other
Criterion:
There will be a 15% increase in the number of student enrolled into the CAHSEE program in 2009-2010.

Assessment Method:
POST-PROGRAM
1. Educational advisors and project specialists will maintain databases of GED/AD graduates.
2. Information gathered will include post-program plans, credit enrollment, employment information
3. Graduates and those nearing graduation status, will be referred to an educational advisor and/or career counselor.

Assessment Method Category:
Other
Criterion:
1. Post-program data will be collected for 100% of AD graduates

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
		and 50% of GED graduates. 2. 50% of ABE/GED graduates and those nearing graduation will participate in career counseling.		

Assessment Method:
AD STUDENTS NONCREDIT
MATRIC TRACKING
Students were tracked from the time they called for an orientation appointment to their first day of class.
* Data is recorded for all four steps in the noncredit matriculation process (orientation, registration, assessment and counseling)
*Students are called twice if they do not complete all four steps in the matriculation process.
*Deterrents are also identified when the students are called.

Assessment Method Category:
Other
Criterion:
There will be a 20% increase in the number of students completing the fours steps in the noncredit matriculation process. The first quarter 2009 data will be compared to the average completion rate for the year (for all four steps).

03/25/2010 - The first quarter data indicated that 28.6% of students completed all four steps of the matriculation process and enrolled into AD. After the completion of this project, the average completion for all four steps of the matriculation process for the 2008-2009 year was 43.7%. This is a 54% increase from the first quarter.
Summary of Data Type:
Criterion Met
Summary of Data Status:
Open

Assessment Method:
CAA In Home Support Services
Students have access to educational advising, career exploration and career development while taking

		the In Home Support Services Class. **Assessment Method Category:** Other **Criterion:** 1. 100% of IHSS students will be provided student with information on career and educational advancement opportunities.		
	Adult Basic Education - Interventions and services for special needs ABE students - Identify special needs students and provide interventions, thus contributing to an improvement in their academic success and post-program outcomes. **Classification of Resources Requested:** Maintenance Need **Equipment Resources Required:** Computers, data tracking system software **Staffing Resources Required:** Faculty non-teaching funding, support staff funding **Training Resources Required:** Program workshops **Other Resources Required:** Materials and supplies to support early alert system **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Staff will create a process for identifying AD/HSR students with previously assessed disabilities and special needs. Program staff will request IEP's and cumulative files as needed containing pertinent documentation regarding the students' disabilities and needs for accomodations. **Assessment Method Category:** Other **Criterion:** 1. The HS program and clerical staff will be able to obtain IEPs for 75% of self-identified special education HSR students. 2. 100% Adult High School Diploma students with documentation of special education coursework (as indicated on a high school transcript or record), will be recorded in the ABE Database as either SDC, RSP or 504.		
	Adult Basic Education - WIN GPA - As a result of tutoring services in the WIN Program, students will			

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	achieve at least a 2.0 GPA in Winter and Spring 2010. **Classification of Resources Requested:** Long-Term Need **Equipment Resources Required:** computers, software **Staffing Resources Required:** hourly tutors, teaching aides; Full-time supervisor for the WIN program **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** None **Assessment Method Category:** Other	09/17/2010 - 79% of students tutored by the WIN tutorial services program achieved a G.P.A. for the spring 2010 term of 2.0 or higher; this is below the benchmark that all students tutored by the WIN tutorial services program would achieve a G.P.A. of 2.0 or higher. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed	09/17/2010 - This result is positive, although it is hoped that all students would achieve this outcome. However, faculty would like to examine the attendance patterns and class schedule for those who did not achieve a 2.0. This may provide staff with information needed to assist these students in improving their GPA.
			06/30/2009 - Results indicated an increase in the number of students served. There was a 55% increase in the number of tutored students when comparing spring 2007 to spring 2009 and a 105% increase in the number of courses tutored when comparing from spring 2007 to spring 2009. Success rates in tutored courses has gone from 50% in 2007 to 75% in spring 2009. Average letter grades based upon a 4-point scale have gone from 1.47 in spring 2007 up to 2.09 in spring 2009. Retention rates for tutored courses have also increased from 85% in 2007 up to 95% in 2009. Expectations were met in that an upward trend in improvement	06/30/2009 - Continued funding commitment for subject-specific tutoring and collection of progress data is highly valued. WIN program coordinators and staff would like to examine results by subject area and would also like to correlate time spent in tutoring with average grades in the course. There is also a desire to assess how time spent in tutoring may correlate with grades in tutored courses. Finally, the WIN will develop an AUO which will assess how the Win's operating hours correspond with the number of tutorial hours received by students. Finally, the WIN program would like to look at whether or not students being tutored in specific courses were able to graduate as a result of passing the course.

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			found with respect to success rates. This information was shared with WIN staff. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
	Adult Basic Education - ABE Database - Update ABE database to include all data needed for staff to effectively serve students and provide necessary interventions. **Equipment Resources Required:** additional computers **Staffing Resources Required:** clerical staff for data input, overtime for IT staff to create ACCESS database **Training Resources Required:** staff training hourly pay **Is this a Basic Skills Initiative project?:** No			
	Adult Basic Education - Adult Diploma credit achievement - 1. High school program students who engage more frequently with tutoring support will complete high school diploma credits. 2. A minimum credit requirement policy will be established. **Equipment Resources Required:** computers **Staffing Resources Required:** Teaching aides, clerical support, faculty non-teaching funding **Training Resources Required:**	**Assessment Method:** The number of tutoring sessions and hours of tutoring will be logged by the HSR program tutors and recorded by clerical staff. Tutoring sessions and hours of tutoring will be used as predictors of course completion using regression/correlation statistics. Significant correlations will be denoted where $p < .05$. **Criterion:** There will be a 10% increase in		

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	professional development for teaching aides, faculty work-groups	credit achievement for both HSR and AD programs.		

Assessment Method:
Faculty and support staff will create a minimum credit requirement progress policy for HS students.
Assessment Method Category:
Other
Criterion:
The proposal will be submitted to Student Preparation and Success Council for review in spring 2009.

06/30/2009 - Contrary to expectations, there were no significant correlations found between length of time in tutoring and the students' completed credits. However, there were According to records from continuing education, 47.16% (n = 698) students completed courses. Also contrary to expectations, here has been a decrease from the previous year (e.g., more than 10%). changes in the number of completions in credit achievement.
Summary of Data Type:
Criterion Not Met
Summary of Data Status:

06/30/2009 - While there has been a decrease in credit completions, there has also been lower enrollment numbers for the 2007/2008 year. There were external conditions such as economic and social/structural barriers for students which affect the results. For example, more students had travel difficulties or job-related conflicts that made it hard for them to become enrolled in the program this year as opposed to the previous year.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			Closed	
	Adult Basic Education - WIN student success - WIN tutored students will illustrate unique expectations and beliefs about their academic outcomes (such as grades and study habits) with tutorial services. A better understanding of student success will be examined through behavioral relationships such that students' lower expectations about tutoring will relate to lower levels student success. **Staffing Resources Required:** Clerical support, tutors/teaching aides **Other Resources Required:** credit course textbooks	**Assessment Method:** A survey will be developed by the Research Office to examine student-athletes' beilefs, expectations, and self-efficacy beliefs and how they relate to tutoring and academic outcomes (like grades). **Assessment Method Category:** Survey **Criterion:** Correlations and factor analyses will be used to assess the relations among outcomes. A strong relationship will be indicated by a correlation of $r = .25$ or above and $p < .05$ to yield statistical significance.	04/02/2009 - A total of 317 WIN students were surveyed. An exploratory factor analysis indicated the presence of three major factors: students' perceptions of WIN effectiveness, perceptions of positive communication with WIN staff, and frequency of using services. Higher academic outcomes (term-based grades) significantly predicted students' perceptions of positive communication with WIN staff ($B = .20$, $p < .01$). Perceptions of positive communication with WIN staff significantly associated with perceptions of effectiveness ($r = .57$, $p < .01$) and with frequency of using the WIN program ($r = .36$, $p < .01$), perceptions of efffectiveness associated with a higher frequency of using WIN services ($r = .48$, $p < .01$). Students with and without deficient grades were no different in perceptions of WIN services. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	04/02/2009 - Positive data indicate that WIN students' integration with the WIN program predicted successful academic outcomes. Data indicating that there were no differences between students with and without deficient grades in terms of their perceptions tutoring demonstrates a need to further examine the WIN program and the student-athletes. It is hoped that the Scholar-Baller program will address attitudes and behaviors among student-athletes with deficient grades.
	Adult Basic Education - WASC Visit - Thoroughly prepare for WASC Accreditation and Initial Visit. **Staffing Resources Required:** Staff funding for focus group work			
	Continuing Education Division Office - Banner - DegreeWorks			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Implementation - Noncredit certificate and course data will be entered into the college DegreeWorks supplement to the Banner system. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** IT and Admissions/Records Staff **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Noncredit test groups of short-term vocational students will claim accounts and register for classes using online functionality. **Assessment Method Category:** Other **Criterion:** 100% of students in test group will succeed in these tasks.		
		Assessment Method: Evaluation of the completion status of DegreeWorks required fields for noncredit certificates and courses. **Assessment Method Category:** Other **Criterion:** 100% of the required fields will have accurate data.		
		Task Name: Catalog **Task Description:** Assure: Web CMS functionality for noncredit; input of all courses by 12/09 Coding at course level for grading mode for noncredit "transcript" Coding at course level to reflect MIS updates Spring 09 Coding regarding repeatability (Banner 7.6)	06/21/2010 - Web CMS functionality is still in process with IT. Coding at course level for grading mode is complete for all courses. Coding at course level regarding repeatability is complete **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/21/2010 - Web CMS functionality will be defined as a new Strategic Action.
		Task Name: MIS data elements - upload from		

		shadow systems **Task Description:** Evaluate MIS needs and develop protocols to upload any remaining data elements from ESL & ABE student databases.		
		Task Name: MIS Elements - Communication **Task Description:** Implement communication of required MIS elements including means of collection specific to all programs.		
		Task Name: Noncredit "grade" recording in Banner **Task Description:** With IT, develop bolt-on functionality to input noncredit grades into Banner through the portal.	06/21/2010 - Functionality for grade reporting in Banner completed. Input of grades began Summer 09. Faculty training and compliance increased throughout 09-10 academic year. De-bugging and proper coding continued through 09-10 academic year. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/21/2010 - Faculty training and communication must continue through 10-11 academic year to continue culture shift and buy-in of credit faculty teaching dual-listed noncredit voc courses.
		Task Name: Positive Attendance **Task Description:** Work with IT to finalize bolt-ons for lecture and badge-read noncredit positive attendance collection and reporting. Get training on admin functionality. Train lab workers.	06/21/2010 - All positive attendance tasks completed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/21/2010 - Improvement of functionality and training of new staff will continue as ongoing functions of the division.
	Continuing Education Division Office - Voc Outcomes Reporting - Effectively report outcomes for noncredit students enrolled in dual-listed VOC courses. **Training Resources Required:**	**Assessment Method:** Faculty will input P - pass or N - no pass grades for their noncredit students using the Banner/Mt. SAC portal. **Assessment Method Category:**	03/30/2010 - At the end of Fall 2009, approximately 25% of faculty did not report grades using the portal. By the end of Winter 2010, 100% of faculty reported their Fall grades (for input through A&R) and	11/09/2011 - Faculty participation in reporting of noncredit grades has been established. There remains a need for communication and collaboration with credit vocational faculty on student

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	Banner portal training for faculty and staff **Is this a Basic Skills Initiative project?:** No	Other **Criterion:** 100% will complete the grade reporting process.	used the portal for their Winter grades. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	learning outcomes. 03/30/2010 - Although faculty are growing accustomed to using the portal for noncredit grade reporting, continued encouragement will be necessary to assure 100% compliance. **Follow-Up:** 08/11/2011 - Faculty reporting of grades continued throughout 2010-11, and SP - "satisfactory progress" was added as an option for students who progressed but did not pass and would benefit from re-enrollment. Faculty reminders were increased and compliance was satisfactory overall. Reminders and training must be ongoing.
		Task Name: Faculty Communication **Task Description:** Interview key voc faculty regarding communication needs from noncredit Re-establish WASC STV Program Team Develop workable plan for ongoing communication among dual-listed STV faculty		
	Continuing Education Division Office - Banner Training & Clearances - Implement division-wide Banner training and appropriate clearances			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	for faculty and staff. **Classification of Resources Requested:** Long-Term Need **Training Resources Required:** Banner - Argos **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Faculty and staff in Continuing Education (noncredit) will have successfully used Banner functionality appropriate to their position. **Assessment Method Category:** Other **Criterion:** 100% will have claimed accounts and used them to carry out current job responsibilities.	09/30/2009 - By launch of Banner, faculty and staff (with the exception of new hires) were using Banner to carry out responsibilities. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	09/30/2009 - Ongoing training will be required for new hires and for skills upgrade. Needs to be part of ongoing routines.
			12/16/2009 - By end of Fall 09, all current faculty and staff had claimed accounts, received training for their positions, received handouts, and received one-on-one coaching for problems. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	12/16/2009 - Handouts have been revised. Hot spots have been identified. New training needs have been identified for 2010 training.
	ESL - CASAS Data Sets - The CASAS Team will improve the percentage of complete data sets -- intake, test, and update forms -- required to report benchmark gains to CASAS for the WIA, Title II/231 **Equipment Resources Required:** TOPSPro Report: Year-End Results **Staffing Resources Required:** Tech Supervisor, Instructional Support Manager, Porject/Program Specialist **Training Resources Required:** External and online training workshopsprovided by CASAS &	**Assessment Method:** Comparison of CASAS Year-End Results from previous year will indicate an increase in number of complete data sets (intake, test, and update) **Assessment Method Category:** Other **Criterion:** A positive gain of 25 data sets from previous year.		

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	OTAN	**Task Name:** ESL CASAS Team (Teske, Lead) **Task Description:** ESL CASAS Team will meet a minimum of two times per semester to review procedures, training opportunities, and deadlines that are important to the coordination and execution of this plan.		
	ESL - ESL Placement Test (ESL-CAP Test) - Placement Test: Increase bank of assessment items (questions) in of Chancellor approved ESL Computer-Adaptive Placement Test (ESL-CAP Test) by 20 items per year. **Equipment Resources Required:** ESL Computer Lab access **Staffing Resources Required:** ESL Instructors - NTFA hourly pay **Other Resources Required:** WIA 231 Funding	**Assessment Method:** Conduct validity, reliability, and test-bias analysis of faculty-developed new items. **Assessment Method Category:** Other **Criterion:** A minimum of 20 items developed by ESL faculty will meet the Chancellor-defined criteria in the areas of validity, reliability, and bias.		
		Task Name: Margaret Teske (Instructional Support Manager) **Task Description:** Facilitate item development (video/audio & text), testing, and programing of new questions for Reading section and Listening section of Mt. SAC/ESL-CAP Test.		
	ESL - ESL Lab & Software Usage - Instructional Support: By June 2009, the ESL Instructional Support unit will increase the number of ESL faculty using labs and language software as a CALL (Computer Assisted Language	**Assessment Method:** ESL Reservation Report **Assessment Method Category:** Other **Criterion:** Compare number of users and frequency of use to last year's		

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	Learning) method of teaching. **Equipment Resources Required:** Up-to-date technology equipment and ESL software **Staffing Resources Required:** ESL Instructional Support staff and ESL Tech Support staff **Training Resources Required:** Workshops, one-on-one training **Other Resources Required:** Categorical funding; ESL Online Reservation reports	report.		
	ESL - CASAS Feedback to Instructors - Instructional Support: ESL - CASAS support staff will improve feedback to instructors regarding CASAS performance of their students. **Equipment Resources Required:** New CASAS software & platform (in process)	**Assessment Method:** CASAS Pre- and Post test reports will indicate a positive gain in benchmark attainment from previous year **Assessment Method Category:** Other **Criterion:** Minimum of 3% increase in benchmarks from previous year's results		
	ESL - Online Lab Reservation & Usage Reports - Develop and update online reservation system for instructors to use ESL computer labs and LLC Smart lab to provide current instruction and enhance multiple learning styles of non-native English speakers. **Staffing Resources Required:** Database programmer **Other Resources Required:** Funding to support part-time professional expert	**Task Name:** Tech Support (Gallardo, Lead)		
	ESL - ESL Database & ESL-CAP Test Programming - Develop and			

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	critical programming systems in areas of ESL student services, instructional tech support, and matriculation services which promote student access, progress, and transition from noncredit to credit. // The ESL Programmer promotes college preparation and career development of ESL students by creating and providing computerized reports essential to the ESL department functions. Once the ESL students have inputted/updated their profiles at the beginning of spring term, the ESL Programmer will generate a class profile report for faculty; instructors will use the data (e.g. educational background, occupational history) to enhance lesson plans.	**Assessment Method:** A survey will be distributed to intermediate and advanced level ESL faculty to assess usage and usefulness of the report. **Assessment Method Category:** Survey **Criterion:** (a) 90% of the faculty surveyed will report that they used the student data to enhance lesson plans in the classroom. (b) 50% of the faculty surveyed will report they are satisfied with the usefulness of the report. **Related Documents:** BSCC Mid-Yr, ESL Database Programmer (Virji #85-306).docx		
	Staffing Resources Required: ESL Database Programmer **Other Resources Required:** Basic Skills funding support **Is this a Basic Skills Initiative project?:** Yes			
	ESL - ESL Reglistration Services - The ESL registration and matriculation process is designed as a one-stop service to accommodate the placement, registration, wait list, and matriculation questions of our adult immigrant learners. // Frontline registration clerks will improve the types of materials and information provided for ESL students with a range of English proficiency in order to facilitate understanding of noncredit	**Assessment Method:** A survey will be conducted to determine student satisfaction regarding services received by ESL frontline staff during Spring 2010 peak registration times. **Assessment Method Category:** Survey **Criterion:** 90% of the students surveyed will report that they are satisfied with the services provided by the ESL frontline staff.	05/07/2010 - The results of this project demonstrated a high level of satisfaction (87.5%) with the ESL registration staff but just narrowly missed the self-imposed standard (i.e., criteria of success) of 90%. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed **Related Documents:** ESL Registration Survey Results	05/07/2010 - Based on robust qualitative feedback and the narrowly missed criteria of success, the ESL department's registration and counseling teams will identify areas of improvement in the coming year. These include dissemination of information in a clearer and more ubiquitous manner; expansion of service hours by adding bilingual registration staff; integration and enhanced presentation of policies and

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	programs and services the department provides. **Staffing Resources Required:** 3 part-time bilingual registration clerks (Hanna, Virgin, Wu) **Training Resources Required:** Banner Navigation **Other Resources Required:** Basic Skills funding support **Is this a Basic Skills Initiative project?:** Yes		& RIE SLO).pdf	procedures during new student orientation and registration; and making sure students have adequate access to ESL counseling team.
	ESL - Progress Indicators for Improved Accountability Pilot Training - Progress Indicators for Improved Accountability Pilot Training: Actively participate in the statewide noncredit taskforce training of Progress Indicators (P/SP/NP) by sharing Mt. SAC-ESL procedures and documents with other noncredit programs within the CC system. **Classification of Resources Requested:** Short-Term Need **Is this a Basic Skills Initiative project?:** No			
	ESL - VESL Persistence and Certificate Awards - Using department data and student surveys, investigate the potential factors that may explain a decline in evening VESL program persistence and morning certificate awards for Spring 2011 in order to determine if this is a one-time event or emergence of a pattern.	**Assessment Method:** In order to increase student enrollment, retention, and the number of certificates awarded, the VESL coordinator and student outreach specialist will modify the VESL open house planning to include visits to the advanced-level ESL classrooms by the student outreach specialist, more advertisement, and a survey to see if		

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	Classification of Resources Requested: Short-Term Need **Staffing Resources Required:** VESL Coordinator **Is this a Basic Skills Initiative project?:** No	interested in the program after attending the open house. **Assessment Method Category:** Survey **Criterion:** Surveys will be distributed to a minimum of 50 morning and 50 evening advanced-level ESL students who will indicate whether or not they are planning to take VESL in the subsequent term.		
	ESL Language Learning Center - 5. Implement Virtual Language Lab - Implement plan for capturing FTEs from the Virtual Language Learning Center. **Classification of Resources Requested:** Short-Term Need **Equipment Resources Required:** Need a "timer" programmed into the LLC website. **Other Resources Required:** Need LLC login through MyPortal first. Need project assignment time from current IT staff for Banner enhancement. **Is this a Basic Skills Initiative project?:** No	**Task Name:** Meet with web programmer regarding needed changes **Task Name:** Prepare LLC website database for conversion **Task Description:** To the best of our ability, we need to clean up the LLC website and keep adding the programming we need so that it will be ready for conversion after Banner goes live.		
	ESL Language Learning Center - 4. Integrate the LLC website logins into myportal.mtsac.edu - Integrate the LLC website student logins and faculty logins into myportal.mtsac.edu. **Classification of Resources Requested:**	**Assessment Method:** This will be completed when students and faculty can access login sections of the LLC website through myportal.mtsac.edu -- not requiring a separate login. **Assessment Method Category:** Other		

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	Short-Term Need **Staffing Resources Required:** Perhaps a programmer on the LLC/ESL side. Definitely a programmer working on the Banner side. **Other Resources Required:** Need Continuing Ed students to be part of MyPortal. Need project assignment time from current IT staff for Banner enhancement. **Is this a Basic Skills Initiative project?:** No	**Criterion:** Either possible or not possible.		
	Older Adult Programs - Computer Lab Use - Increase the use of on campus OAP computer lab by OAP students for independent academic studies and career exploration. **Equipment Resources Required:** OAP Computer Lab **Staffing Resources Required:** Clerical support staff	**Assessment Method:** Computer Lab attendance monitoring **Assessment Method Category:** Other **Criterion:** Increase independent lab use by		

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Action Plan - Action Plan Goal 2. Improve student learning through continual enhancement of curriculum and delivery of instruction and through outcomes development and assessment.	Adult Basic Education - HS final exam - HS faculty will create subject specific final exams that meet CA HS standards and meet expected content rigor. **Classification of Resources Requested:** Maintenance Need **Equipment Resources Required:** computers **Staffing Resources Required:**	**Assessment Method:** Faculty will be given a rubric to assist in creating their final exams to the standard required for a cumulative exam. **Criterion:** 75% of faculty will create a final exam that meets or exceeds standard.	09/17/2010 - Three hundred six (306) final exams were submitted by HSSS instructors. Of the total number submitted, 29 exceeded expectations, 222 met expectations, and 55 did not meet expectations. Therefore, 82% of the finals met or exceeded expectations and 18% did not meet the expectations. This result indicates that the criterion, 75%, was met.	09/17/2010 - Although the criterion was met, i.e., 75% of faculty finals meeting expectations, the non-teaching faculty noted that there were some limitations with the established final exam rubric. First, for the majority of certain subject areas, namely English and social science, the final exams submitted were multiple choice-only exams that lacked analysis. According to the raters, they believe this to be

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Faculty non-teaching funding, Full-time faculty for curriculum coordination, testmaker software, **Training Resources Required:** Faculty work-groups **Other Resources Required:** Additional textbook resource materials, instructional materials **Is this a Basic Skills Initiative project?:** Yes		**Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	due to in part to the lack of clearly defined expectation on the rubric for these subjects. In addition, for other subjects, such as math and science, many of the finals did not also require any free-response questions although the rigor and analysis was present. Again, the raters believed that these expectations needed to be defined more clearly on the final exam rubric. It was suggested that rubrics be developed specific to subjects, which would allow for more clear descriptions that are more relevant to the faculty. Due to these results, the ABE non-teaching faculty would like to design a plan for the next summer to improve the communication to HSSS faculty with regards to final exam expectations, create more clearly defined final exam rubrics, and provide professional development training on final exam to high school faculty. This plan would include an evaluation of the project.
		Assessment Method: Based on the results of the previous yr's SLO outcome, some revision of the final exam rubric needed to be done. This year's objective will be assessed by the faculty creating subject specific rubrics for high		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
		school courses that provide clearer expectations and ratings on necessary components of final exams. **Assessment Method Category:** Other **Criterion:** 75% of all HS final exams will rate an overall "meets or exceeds expectations" on the faculty created rubric.		
			07/28/2011 - Based on the previous year's results of final exam ratings, subject specific rubrics were created by the faculty. It was intended for the faculty to receive these rubrics prior to creating their exams. 32% of the exams received a rating of "MET EXPECTATIONS" and 68% received a rating of "DID NOT MEET" expectations." **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	07/28/2011 - This result was not expected. Although the faculty felt they allowed a rating of MET for most of last year's exams based on the perceived weakness of the previous rubric, they believed that this year's results would be stronger and accurate. An observation made by the faculty raters was that it appeared the faculty had not made any reference to their rubrics and/or had simply not read them. Upon querying a few instructors, it appears they were not provided the rubrics by their school site coordinators before they created t heir exams. Once they had the rubric, they were able to address the deficiencies. The majority of the teachers were able to make corrections easily once they understood the expectations of the rubric. It is a recommendation that for the next school year, the

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
				coordinators responsible for disseminating the rubrics be more diligent in giving these rubrics to the faculty prior to creating their exams.
				Moreover, dialogue between a representative number of summer school faculty members and ABE administration regarding the final exam process was productive and revealed that the culture of summer school does not always encourage the same rigor as during primary semesters. It was suggested that earlier and more extensive professional development be provided to summer school teachers on final exam and SLO assessment that clearly spells out the expectations of being a Mt. SAC adjunct instructor.
				Some faculty also suggested that the Mt. SAC ABE faculty who rated the finals and do not teach on high school campuses may not understand the scope and sequence as well as the pacing generally found in summer schools. As a result, there may have been an unrealistic expectation of which CA content standards to include on final exams. Therefore, a more thorough examination by Mt. SAC raters of the scope and sequence of high school subjects, especially in the areas of social science standards, be conducted prior to the next summer session.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
				A more thorough evaluation is needed; therefore, there will be an online survey sent out to the faculty to offer their feedback on the final exam process.
	Adult Basic Education - a-g designation for HSR courses - Apply for a-g designation for HSR courses by completing the required documents provided through the Articulation Department, UC Office of the President. **Staffing Resources Required:** Faculty non-teaching hours, application fees **Is this a Basic Skills Initiative project?:** Yes		05/26/2010 - Project completed; a-g application was submitted on 5/24/10 **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** A-G Confirmation	
	Adult Basic Education - ABE Course syllabi - ABE faculty will create effective course syllabi and submit to the Assistant Director annually. **Equipment Resources Required:** computer **Staffing Resources Required:** BSI funds for AD salary **Training Resources Required:** Faculty workshop on course syllabi **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** The Assistant Director will assess the syllabi of ABE faculty. 100% of ABE faculty will create an effective course syllabus with the necessary components. A checklist of necessary syllabi components will be completed for each course syllabus. **Assessment Method Category:** Other	06/24/2010 - 100% of courses have syllabi created (N=43). Three syllabi are missing one component (listing of CA content standards) and SLGs. Two are out of date and need revision. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** Syllabi Checklist.pdf	06/24/2010 - The Biology syllabus will be updated in Summer 2010 to include a list of the California Standards. The Reading courses will be revised and the new syllabus will include each of the elements indicated in the syllabus checklist. Future syllabi and syllabus revisions will be made based on this checklist and attention will be paid to ensuring that the correct syllabi are present in the classrooms.
	Adult Basic Education - ABE SLO Implementation - An annual ABE			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	plan will be created by faculty with implementation plans clearly defined. **Classification of Resources Requested:** Maintenance Need **Equipment Resources Required:** computer, AV projector **Staffing Resources Required:** Non-teaching funding for curriculum development; full-time ABE faculty **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** 10 ABE instructors, led by a non-teaching faculty member, established a year long plan for revising and assessing existing SLOs. A spreadsheet was created by faculty to report completion of SLOs. Final data would be entered into e-PIE. **Assessment Method Category:** Other **Criterion:** 50% of SLOs for active ABE courses will be assessed and entered into e-PIE by August 2010.	09/17/2010 - There are 45 active courses in the ABE department. Twenty-four (24) of these courses were assessed in the 2009-10 academic year. This results in 53% of active ABE courses being assessed, with summary of data entered into e-PIE. Results were examined and discussed in a faculty meeting that took place at the end of June 2010. This allowed faculty to assist each other in identifying and writing Use of Results entries. Individual course Use of Results have been entered by the majority of the courses. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	09/17/2010 - This collaborative faculty process was beneficial and each instructor has indicated that they have more confidence in writing and assessing SLOs. Instructors have indicated that they would like faculty SLO collaboration and support to continue. In addition, they would like increased support in creating relevant Use of Results. Additionally, although the SLOs process provided helpful information about student learning, the faculty indicated that they would like to revise some of the SLOs.
			07/28/2011 - 32 courses were assessed during the 2010-11 academic year. Of these, the full cycle of assessment was completed for 27 of the courses, including the use of results. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/28/2011 - More faculty were involved in the SLO process, and as a result, many SLOs were revised and re-assessed. The gap that still exists is an organized process for examining the use of results and making improvements to teaching, course curriculum, and SLOs. It is recommended that the ABE faculty explore a more organized, inclusive process for effectively utilizing the use of results.
	Adult Basic Education - CDCP course outlines - New course outlines and Career Development and College Preparation (CDCP)			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	GED Preparation program will be submitted to the Ed Design Committee. **Equipment Resources Required:** computer, AV projector **Staffing Resources Required:** Hourly faculty non-teaching funding **Is this a Basic Skills Initiative project?:** Yes			
	Adult Basic Education - Curriculum and Instruction - Update and asses curriculum and provide effective instructional delivery methods to maximize student learning. **Classification of Resources Requested:** Maintenance Need **Staffing Resources Required:** Full time faculty, non-teaching faculty pay **Training Resources Required:** conference funds **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** HS CURRICULUM ABE faculty will create a checklist to assess grades, rubrics, materials, format of syllabi, and overall curricula to determine what changes need to occur so that appropriate coursework and assessments align, appropriate academic rigor is presnet and the format of the syllabi, curricula are designed to maximize student learning. **Assessment Method Category:** Other **Criterion:** At least 8 HS courses will be fully assessed.		
		Assessment Method: Career Advancement Academies Develop noncredit course outlines for the In Home Health Support course. **Assessment Method Category:** Other **Criterion:** Outlines will be created by April 30, 2010.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			03/24/2010 - Course outlines were developed the In Home Health Support course that is offered through the CAA grant. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/01/2010 - Course outlines for the In Home Health Support class were created and will be submitted to Ed Design for noncredit course approval. Due to the fiscal crisis and limited instructional hours, they will most likely not be scheduled for the 2010-11 academic year. However, if instructional hours become available and the course is approved, the course may be offered as a noncredit course in a sequence with other basic skills classes.
	Adult Basic Education - AD self-efficacy and self-directed learning skills - By examining Adult High School Diploma students' self-efficacy and self-directed learning skills both within and outside of the school environment, the program will help identify potential barriers to student success in this program. **Equipment Resources Required:** classroom computers **Staffing Resources Required:** Faculty non-teaching funding, clerical support **Training Resources Required:** workshops, professional development for classified staff, conferences	**Assessment Method:** A quantiative study will be conducted by the Research Office to examine Adult High School Diploma students' self-efficacy beliefs about their success both within and outside of the school environment. Students will also be asked about their current and future academic intentions. **Criterion:** TBD	06/30/2009 - Students were sampled in classrooms and tutoring areas (n= 155). Because of the transient nature of this population,	06/30/2009 - Examine and update the Adult High School Diploma program curriculum to include more problem solving type activities, including study

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			it was difficult to determine the exact size of the targeted population. The factor analysis showed that: 1) Students' expectations emerged via self-efficacy factors including efficacy about: problem solving, being a resourceful student, ability to learn in multiple subjects, ask for help, concentrate and pay attention, resist peer pressure, and be assertive. 2) Self-efficacy outcomes such as being confident in completing five units, completing class assignment, and being able to check work completely were also assessed in relation to the abovementioned factors. It was found that confidence in completing units was most strongly correlated with one's self-efficacy in memory and attention $(r = .36, p< .01)$, that efficacy about one's problem-solving in college was most strongly related to efficacy about daily assignment completion efficacy, and efficacy about checking work completely was most strongly correlated to efficacy	skills which are hoped to increase the students' efficacy. There are also plans to develop a tutor training that includes assisting the students in being problem solvers, improving memory and attention skills, stronger independent learners who take control of their own learning, and better resource managers. This could be followed up with a research study to examine the benefits of this intervention. Open discussion with students regarding peer pressure and the importance of resisting negative peer influences. This could include student discussion groups, leadership opportunities for students, recruiting more students for the mentoring program, advisory group formation, and counseling sessions focused on discussing this issue. Professional development that would provide the results of this study to faculty and support staff so that they may consider other interventions in response to these findings. Conduct further research on low performing male students (high school dropouts) and what interventions have been successful.

| | | | about problem solving. Self-efficacy in AHSD unit completion was not correlated to beliefs about abilities in being a resourceful student and beliefs about resisting peer pressure. Efficacy in checking one's work in the AHSD program was not related to the students' beliefs in their ability to be resourceful or problem solvers. Taken to together, the results indicate areas where there are disparities between the students' beliefs about their abilities and their abilities in the program. Interestingly none of the self-efficacy beliefs were correlates of unit completion, or use of tutoring. Such findings represent a disconnect between self-beliefs and actual behaviors. Further investigation is needed among this at-risk population.

Summary of Data Type:
Criterion Met
Summary of Data Status:
Closed | |

Adult Basic Education - Short term training courses - Research and identify high demand career fields

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	for the purpose of offering short-term training programs. Following this exploration, short-term training courses will be created. **Equipment Resources Required:** Computers **Staffing Resources Required:** Clerical support, coordination, advising, job placement specialist **Other Resources Required:** textbooks, instructional materials, adequate facilities,			
	Adult Basic Education - Science Curriculum - Update HS science courses and ensure that curriculum meets A-G requirements and aligns with CA State Content Standards. Curriculum development will include addition of wet labs for a minimum of 20% of course content. Obtain the use of the physical science lab for the wet labs. **Equipment Resources Required:** balance beams, science lab equipment, classroom computers **Staffing Resources Required:** Non-teaching funding for curriculum development, hourly clerical, hourly lab assistant, additional instructional hours for lab hours **Training Resources Required:** slo training, faculty training for use of new curriculum, **Other Resources Required:** New textbooks, lab supplies, use of physical science lab, textbook resources			
	Adult Basic Education - Scholar Baller Program - Students who participate in the Scholar Baller program will show improvement in	**Assessment Method:** A survey constructed by experts in the Scholar-Baller program will use a pre-post assessment method. The		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	attitude and academic engagement. **Staffing Resources Required:** Increase ppt WIN program supervisor to full-time status, faculty non-teaching funding, hourly coordination **Training Resources Required:** Scholar Baller workshops for staff **Other Resources Required:** food for workshops, funding for incentives, annual membership fee	track and field team will be the participants . The results of the survey will be asssessed by the research office. **Assessment Method Category:** Focus Group **Criterion:** There will be a 20% improvement in attitude and academic engagement based on pre/post-test results. In addition, there will be a correlation between the pre/post test results and improvement in GPA of track and field team.		
			06/30/2009 - ?Scholar-Baller survey was administered to students on the Mt. SAC Track and Field team during spring 2009 ?After initial data cleaning, there were a total of 45 matched pre- and post-tests (50% of the target group) ?The majority of respondents were male (65.2%), first-time students (72.3%), born between 1989 and 1990, and of Hispanic descent (54.3%) ?Roughly equal numbers of students reported average grades between A- or B+ (23.4%), B (27.7%), B- or C+ (25.5%); fewer students reported average grades of	06/30/2009 - The Scholar-Baller program was successfully adopted by the Physical Education Department this year. With continued funding, it is possible that the Scholar Baller Program may be used for another team. A larger team would be helpful to assess. If funded again, data for upcoming years will be added to the existing data and a year-to-year analysis can be done, pending preapproval from the Physical Education Department. An assessment of the curriculum is something that may be considered for the future

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			?More students selected ?Other? as a probable career choice instead of specific choices (e.g., doctor, lawyer) ?When comparing the pre- test to the posttest, there was a statistically significant increase found with respect to the students? frequency of discussions with professors about academics outside of class (criteria was met) ?Students viewed themselves less of an athlete than a student when comparing the pre- to post- test and this finding approached statistical significance (criteria not met) ?Further research using a larger number of students could confirm whether or not statistical significance might be achieved on the currently marginally significant items ?It is suggested that the Scholar-Baller program continue collecting data through recruiting other teams that may want to participate ?With a larger sample a factor analysis may be done to determine the underlying concepts measured within the survey	

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			Summary of Data Type: Criterion Met **Summary of Data Status:** Closed	
	Continuing Education Division Office - Full-time Faculty Coordinators - CDCP Programs - Gain support and funding for full-time faculty coordinators in noncredit CDCP programs for instructional improvement, SLO assessment, improvement of ARCC-reported outcomes, and other faculty leadership responsibilities. **Staffing Resources Required:** Full-time faculty positions for ABE and ESL programs.	**Assessment Method:** At least one full-time faculty coordinator position for ABE and ESL. **Assessment Method Category:** Other **Criterion:** Faculty members hired.		
	Continuing Education Division Office - Full-time Faculty Coordinators - Noncredit (not CDCP) Programs - Gain support and funding for full-time faculty coordinators in regular noncredit (not CDCP) programs for instructional improvement, SLO assessment, and other faculty leadership responsibilities. **Classification of Resources Requested:** Long-Term Need	**Assessment Method:** At least one full-time faculty coordinator position for Older Adult Programs. **Assessment Method Category:** Other **Criterion:** Faculty members hired.		
	ESL - VESL 1 Curriculum Alignment - Complete a curriculum review of VESL 1 to assure integration of skills and competencies across the semester 1 curricula. **Staffing Resources Required:** VESL Special Projects Coordinator **Other Resources Required:** Professional Expert Funding	**Assessment Method:** Class rubrics for VESL Project Presentatios will yield improvement in results **Criterion:** There will be a 5% increase in student scores of current VESL 1 students from previous term.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up

ESL - VESL 1 Career & Life Planning SLO - ESL counselors will adapt and implement SLOs for VESL Career & Life Planning, based on Counseling 5 model

Staffing Resources Required:
ESL Counseling Team & VESL Projects Coordinator
Other Resources Required:
Categorical funding

Assessment Method:
1) MBTI Code-type Test
2) Confidence Survey
3) Reflection Essay

Criterion:
70% of VESL students will: 1) understand their personality type and how it relates to job satisfaction; 2) feel a higher level of confidence in ability to choose a major/career-type; 3) report that they feel more confident with their interviewing skills

ESL - Skill-class SLO Implementation - Facilitate development and implementation of new SLOs for ESL Speaking and

Staffing Resources Required:
ESL Instructors, Instructional Support Manager, ESL-SLO Special Project Coordinator
Training Resources Required:
In-service and curriculum development funding support (NTFA)
Other Resources Required:
Federal Grant (WIA 231)

Assessment Method:
SLOs developed by a core group of ESL instructors will be piloted and revised for ongoing implementation in the following courses: Speaking A, Speaking B, Speaking C, Writing A, Writing B, Writing C
Assessment Method Category:
Other
Criterion:
Two SLOs per course will be developed and piloted in each Speaking and Writing class offered during the winter intersession.

Task Name:
Gloria Ayala (SLO Project Coordinator)

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
		Task Description: Facilitate SLO cycle of assessment		
	ESL - ESL Skills Rubric Evaluation - Instructional Support: ESL Instructional Support will work with ESL instructors to evaluate Department Oral and Writing Rubrics by level (Pre-1 through L.6). **Staffing Resources Required:** SLO Project Coordinator, select ESL faculty, Instructional Support Manager **Training Resources Required:** Faculty work-groups, Department workshops **Other Resources Required:** Categorical funding for NTFA	**Assessment Method:** Rubrics will be distributed to instructors and revisions made, as needed. **Assessment Method Category:** Other **Criterion:** Revised Department rubrics for Speaking (Oral) & Writing		
	ESL - SLGs in ESL Teaching & Learning - ESL learners will recognize the value of lifelong learning habits and strategies in everyday life as a means to advance their English proficiency as they progress through the ESL levels and upon exiting the noncredit ESL program. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** ESL faculty on non-teaching assignment **Training Resources Required:** All-day ESL retreat for SLG-specific trianing and curriculum development **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** Paired writing samples with SLG-themed prompts will be collected at the beginning and end of term from selected ESL levels. These short-anser responses (lower levels) or compositions (higher levels) will be evaluated according to a faculty-developed rubric that indicates the level of recognition and understanding of SLGs by the ESL learners. **Assessment Method Category:** Course Embedded Test **Criterion:** ESL students will indicate a 10% gain in recognizing and understanding the SLGs and will provide evidence of benefit to their learning experience in the program.	06/28/2011 - The sample/population selected for this data were students who were new to the program and completed both pre and post evaluations. A total of 238 samples/participants were included in the data. Based on the results of the program total, there was a significant increase in the ?Often? category (+18%) in the post evaluation, which reflects a 15 % decrease in the ?Sometimes? category. Furthermore, there was a 4% decrease in the ?Never? category. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** Lifelong Learning SLG Results (6.15.11).docx	06/28/2011 - From the noticeable increase in their English usage outside the classroom, it is affirmed that our students are strengthening their English skills through the infusion of our Division Student Learning Goals (SLGs) in the daily curriculum. Also, it is suspected that the writing prompt was not presented in the same manner to the students in every class. If the ESL Department were to do a similar project in the future, the ESL Outcomes Team needs to communicate to the instructors more specific instruction on how to present the prompt to students to ensure greater consistency in the evaluations. Also, the outcomes team needs to put forth more effort to ensure that all data is collected on time and all students have been evaluated both pre and

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
				post.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	ESL - Give Me 20: ESL Extensive Reading Program - Develop and improve reading skills--speed, vocabulary, & comprehension--for academic advancement and lifelong learning habits. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** 5 ESL Instructors (planning, material dev't, & ESL Library assignment) **Training Resources Required:** Development of curriculum and assessment tools (tests, progress bookmarks, pre- / post survey instruments) **Other Resources Required:** 1) RIE support for SLO assessment & final report, 2) WIA Title II funds for long-term program support **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** Certificate Checklist included self-reported log (speed, amount, and & sustained reading) and reading-comprehension tests. **Assessment Method Category:** Survey **Criterion:** 1A) self-reported reading times & pages on a bookmark; and 1B) Five reading tests with charted speed and comprehension scores; 2) Minimum of two log pages completed (quantity of reading); 3) comparison of first, last, and highest reading score.	06/28/2011 - In Winter 2011, 228 students participated in the reading program. 57% of them received a certificate indicating improvement in reading speed and comprehension. In addition, there were significant gains in reading read speed and amount of time spent reading from the pre to the post student surveys, e.g. I agree that I can read 1 page in 5 minutes (48% pre-survey, 72% post-survey). **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** A Passion For Pages (Teske, CATESOL 2011).pptx Give me 20 Pre- & Post Survey Results (Teske, 6.28.11).docx	06/28/2011 - Continue to offer the six-week program every summer and winter session to promote lifelong learning habits. Collaborate with the College's main library in order to transition the more advanced readers from ESL material to material targeted for native English speakers.
	ESL Language Learning Center - 7. Writing LLC Goals - The LLC will work with stakeholders like the LLC Advisory Committee, the LLC WASC Program Committee and the LLC Staff and faculty to brainstorm and revise various goals for the LLC. **Classification of Resources Requested:** None **Is this a Basic Skills Initiative**			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	project?: No			
	Older Adult Programs - Curriculum Revision Cycle - Develop a staggered four year cycle of curriculum review for all OAP **Classification of Resources Requested:** None **Staffing Resources Required:** OAP Curriculum and SLO Coordinator, OAP Supervisor	**Assessment Method:** Four year cycle of curriculum review established. **Assessment Method Category:** Other **Criterion:** Four year cycle of curriculum review established.		
	Older Adult Programs - Update all OAP computer labs - Replace all outdated computers in all 5 OAP computer labs **Classification of Resources Requested:** Short-Term Need **Equipment Resources Required:** Older equipment handed down from ESL Program **Staffing Resources Required:** IT installation **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Replacement of computers in OAP computer labs in order to provide students with current curriculum. **Assessment Method Category:** Other **Criterion:** Provide updated computer hardware and software to improve computer classes		
	Older Adult Programs - SLO Completion - 100% of Older Adult Program courses will have two written SLOs. **Classification of Resources Requested:** Long-Term Need **Equipment Resources Required:** Designated computer for SLO and Curriculum Coordinator **Staffing Resources Required:** Full-time program SLO and	**Assessment Method:** Percentage of completed SLOs per course **Assessment Method Category:** Other	03/16/2010 - 100% of Older Adult Program courses have two written SLO's **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Curriculum Coordinator			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Action Plan - Action Plan Goal 3. Increase effectiveness and consistency of communication among stakeholders.	Adult Basic Education - ABE staff communication - Continue promoting employee access to pertinent College and department information. **Classification of Resources Requested:** Maintenance Need **Equipment Resources Required:** computer **Staffing Resources Required:** Staffing hours to fill in for staff assisting with the newsletter, clerical assistance **Other Resources Required:** printing costs for handbook and newsletter; software program to create newsletter **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** ABE Communication Workgroup The following will be done to implement this objective. 1. A communication workgroup (CW) will be formed. 2. The CW will create an employee newsletter 3. A survey will be administered to the staff to determine access to pertinent information. **Assessment Method Category:** Other **Criterion:** 1.The Communication Team will be formed by Sept 2008. 2. The staff newsletter will be published in January 2009 3. 75% of employees participating will answer "yes" (which indicates knowledge of) on at least 20 of 29 questions.	02/24/2010 - Criterion #1 and #2 were met. Criterion # 3: Of the 49 staff responding to the questionnaire, 96% answered "yes" to at least 20 of 29 questions. Full report with disaggregated data attached. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **Related Documents:** ABE Commun. Assessment MA.doc	03/14/2010 - This project has benefitted the ABE staff with regards to increasing employee input and information on pertinent college information. Although the project was a success, the following are recommendations: 1.Continue the employee newsletter ?The ABE Buzz? (Reduced staffing did not allow us to have our fall issue. By popular demand, it will be back in the Spring) 2. Re-introduce those areas in which some staff was unfamiliar (egs., TANF-CDC, Career Academies, Mentoring, etc.)
		Assessment Method: ABE staff will be assisted in the use of Luminus portal as a means for obtaining pertinent division, department, and college information. **Assessment Method Category:** Other **Criterion:** 100% of permanent ABE staff and faculty will be verified to have access to the Luminus portal.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Adult Basic Education - ABE Webpage - Improve the ABE webpage by updating and expanding pertinent information and student access to necessary program forms. **Staffing Resources Required:** hourly clerical support, hourly technical support			
	Adult Basic Education - Student communication - Provide opportunities for students to offer input on program issues. **Other Resources Required:** student incentives **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** A focus group will be held on a monthly basis (excluding December, June, and August) to allow students the opportunity to provide input on the programs and services provided in the ABE department. Each month students will be able to sign-up to attend these focus groups to provide programmatic input ABE staff members. Students in attendance will be asked a series of open-ended questions and will be asked to provide feedback. **Assessment Method Category:** Focus Group **Criterion:** 1. Nine focus groups will be held to gain student feedback. 2. 75% of the focus group participants will report that they felt satisfied that staff listened to their input.		
	Adult Basic Education - Safety awareness/Evacuation Procedures - Increase safety and evacuation procedure awareness among staff/students.	**Assessment Method:** Staff will be surveyed (pre-test) on their knowledge of evacuation and safety procedures as well as emergency resources and contacts.	09/07/2009 - * 56 ABE employees participated in the pretest. This represents a 57% response rate (97 ABE employees on staff)	11/05/2009 - The criterion were met and it appears that ABE staff are knowledgeable of department evacuation and safety procedures.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Equipment Resources Required: first aid kits, evacuation supplies, emergency supplies **Staffing Resources Required:** Hourly funding for substitutes **Training Resources Required:** One-hour workshop for each staff member **Other Resources Required:** Printing costs for safety and evacuation information **Is this a Basic Skills Initiative project?:** No	After the initial survey, employees will be offered a training on evacuation, emergency and safety procedures. Staff and students will also participate in an evacuation drill. Once staff is trained, a follow-up survey (post-test) will be sent to staff to assess their acquired knowledge of safety and evacuation procedures. **Assessment Method Category:** Survey **Criterion:** Of the staff surveyed, at least 75% will rate their knowledge of ABE evacuation procedures as "Very knowledgeable" or "knowledgeable" on the post-test. In addition, on the post-test, for all other areas surveyed, there will be at least a 20% increase in staff responding "yes" to possessing current knowledge of safety and evacuation procedures, resources, and pertinent emergency contacts.	* 40 ABE employees participated in the evacuation drill; This represents 41% of the ABE staff. *51 ABE employees participated in the post-test; This represents a 53% response rate. Results: 1. 96% of the staff reported on the post-test that they were either "very knowledgeable" or "knowledgeable" on ABE department evacuation procedures. The pre-test results indicated that 68% of staff believed they were "knowledgeable" or "very knowledgeable" of ABE department evacuation procedures. 2. Of the 11 items assessing prior and post knowledge regarding safety and evacuation, 9 reflected at least a 20% improvement in staff knowledge. Two items results showed less than a 20% improvement in knowledge of safety and evacuation; however, the pre-test results were higher than 80%, so a 20% improvement was not possible. Survey results are attached. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** Safety AUO Data 04.09.pdf	In addition, staff also indicated that they know where to access needed emergency resources. Although the criterion were met, a future AUO could emphasize college-wide evacuation and emergency procedures. Students were involved in evacuation procedures, but more formal in-depth training on evacuation procedures and identifying emergency resources can be provided to students. This could include a survey (pre- and post).
	Community and Career Education - Community Education Web Presence - Retool Community Education web page (interface linking to Lumens registration) to	**Assessment Method:** Retooled web page will be posted. **Assessment Method Category:** Other	12/18/2009 - Retooled web page was posted prior to end of semester, December 2009, with links operational.	04/12/2010 - Improvement to web site will be ongoing.

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Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	appeal. **Staffing Resources Required:** Loan of web specialist from ESL **Is this a Basic Skills Initiative project?:** No	**Criterion:** Access from the general public with links operating.	**Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
	Continuing Education Division Office - Communication - Improve communication, cohesiveness & inclusion among Continuing and Community Education staff. **Classification of Resources Requested:** Maintenance Need **Staffing Resources Required:** WASC coordinator **Training Resources Required:** Luminus **Other Resources Required:** Survey Monkey or equivalent site license **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** A survey of Community and Continuing Education staff (those working in the division office location) will be conducted. **Assessment Method Category:** Survey **Criterion:** 80% of staff will report improvement in division office cohesion, communication, and inclusion of all work groups compared to the prior year.	08/01/2011 - A survey of all division staff was completed in Spring 2011. Of all division classified staff, 82.5% agreed that communication has improved in the past two years. Of the division office staff, 89% agreed with the statement. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Conducted by Survey Monkey.	08/01/2011 - Although the overall outcome was excellent, there is a need to analyze responses to more detailed questions included in the staff survey as well as the 2011-12 Self Study Document.
		Task Name: Faculty/Staff Handbook **Task Description:** Distribute an updated Faculty/Staff Handbook division-wide and post it on the division home page by June 2009, with ongoing updates posted on the website.		
		Task Name: Focus group planning **Task Description:** With division office staff, brainstorm and select strategies to increase staff participation in communication processes.		
		Task Name: Staff Meetings		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
		Task Description: Establish monthly division office staff meetings.		
	ESL - VESL 2 Matriculation Satisfaction Survey - Students completing semester 2 of the VESL program will be satisfied with matriculation programs and services designed to help them transition to credit and career goals. **Staffing Resources Required:** VESL Outreach Specialist, VESL Project Coordinator	**Assessment Method:** End-of-term survey. **Assessment Method Category:** Survey **Criterion:** More than 70% of VESL students will indicate that they were satisfied with the matriculation services they received through the noncredit ESL department.		
		Task Name: VESL Project Coordinator (Miho) **Task Description:** 1) Develop a short Likert-scale survey to assess level of satisfaction. 2) Distribute to VESL 2 students in CISB15 day and evening classes.		
	ESL - ESL Lab & Software Usage - Instructional Support: By June 2009, the ESL Instructional Support unit will increase the number of ESL faculty using labs and language software as a CALL (Computer Assisted Language Learning) method of teaching. **Equipment Resources Required:** Up-to-date technology equipment and ESL software **Staffing Resources Required:** ESL Instructional Support staff and ESL Tech Support staff **Training Resources Required:** Workshops, one-on-one training	**Assessment Method:** ESL Reservation Report **Assessment Method Category:** Other **Criterion:** Compare number of users and frequency of use to last year's report.		

	Other Resources Required: Categorical funding; ESL Online Reservation reports			
	ESL - ESL Skills Rubric Evaluation - Instructional Support: ESL Instructional Support will work with ESL instructors to evaluate Department Oral and Writing Rubrics by level (Pre-1 through L.6). **Staffing Resources Required:** SLO Project Coordinator, select ESL faculty, Instructional Support Manager **Training Resources Required:** Faculty work-groups, Department workshops **Other Resources Required:** Categorical funding for NTFA	**Assessment Method:** Rubrics will be distributed to instructors and revisions made, as needed. **Assessment Method Category:** Other **Criterion:** Revised Department rubrics for Speaking (Oral) & Writing		
	ESL - Online Lab Reservation & Usage Reports - Develop and update online reservation system for instructors to use ESL computer labs and LLC Smart lab to provide current instruction and enhance multiple learning styles of non-native English speakers. **Staffing Resources Required:** Database programmer **Other Resources Required:** Funding to support part-time professional expert	**Task Name:** Tech Support (Gallardo, Lead)		
	ESL - Multiple Measures in ESL Level Placement - Review current procedures regarding new student testing, placement, and transfer in order to improve communication and streamline processes. Include key constituents: counseling team, instructional team, and registration team. **Equipment Resources Required:**	**Assessment Method:** Satisfaction survey and feedback collected at department in-service; results compiled and reviewed by ESL matriculation staff (including counselor and matriculation coordinator) **Assessment Method Category:** Survey **Criterion:**		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	ESL Computer Lab: Review & analysis of computer-adaptive ESL placement test **Training Resources Required:** ESL department in-service & ESL leadership team meeting **Other Resources Required:** Survey instrument	70% of respondents will be satisfied or highly satisfied with the processes in place. Recommendations for improvement will be compiled and reviewed by a team.		
	ESL - VESL Career Paths Coordination & Continued Improvement - VESL program stakeholders (faculty, students, AMLA liaison, classified staff, & administrators) will contribute items toward the agenda regarding effective practices and areas of concern in order to improve the rate of noncredit-to-credit transitions for advanced ESL students. **Classification of Resources Requested:** Maintenance Need **Staffing Resources Required:** VESL Project Coordinator **Other Resources Required:** Supplies for VESL Transitioning Toolkit (for Students) **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** An end-of-retreat survey will evaluate the effectiveness of the retreat in terms of identifying and addressing current &/or potential barriers to VESL student progress. **Assessment Method Category:** Survey **Criterion:** 80% of the VESL Retreat participants will indicate a positive value and satisfaction in the dialog and in addressing their areas of	06/27/2011 - All eight retreat participants completed the survey. 100% of the survey participants strongly agreed that the VESL retreat was beneficial and that the items they contributed toward the agenda regarding issues and concerns involving the VESL students' academic and career success were adequately covered. The participants also strongly agreed that they now understand better about the VESL students' aspirations, needs, and potential barriers. Specific themes that emerged from the survey results included streamlining the process of matriculating students into credit, collecting more data representing a variety of students (VESL to Credit, VESL to Career/Jobs, Credit to VESL and back to Credit, etc.), and improving student recruitment and retention. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** VESL Retreat Survey Results (6.7.11).docx VESL Retreat Agenda (5.24.11) V5.	06/27/2011 - It is essential that the VESL retreat be held annually in order to review what the program has accomplished each year as well as to continue improving the program (matriculation process, data collection, and student recruitment and retention) in order to further enhance noncredit VESL student transition into credit and career pathways. The retreat also serves as a vital opportunity for all key individuals in the program to work collectively as one entity in order to better facilitate VESL students' academic and career success.

			docx	
	ESL - Progress Indicators for Improved Accountability (Local) - As part of the ESL Retreat activities, faculty will develop department guidelines for the implementation of noncredit Progress Indicators of pass (P), satisfactory progress (SP), and no pass (NP) in order to streamline the evaluation process and students' ESL Level progress. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** Adjunct faculty as presenters/facilitators **Other Resources Required:** Combined 231 and Basic Skills funds to pay for NTFA **Is this a Basic Skills Initiative project?:** Yes			
	Older Adult Programs - OAP Newsletter Effectiveness - Increase the effectiveness of information shared through through an electronic quarterly OAP newsletter. **Equipment Resources Required:** Computer **Staffing Resources Required:** OAP Non-teaching faculty	**Assessment Method:** Survey OAP staff, faculty and students regarding access to and usefulness of newsletter content. **Assessment Method Category:** Survey		
	Older Adult Programs - Luminus Portal - OAP staff will use the Luminus portal as a means for obtaining pertinent division,	**Assessment Method:** Survey faculty either electronically or in person to verify the use of the Luminus portal system as a means		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	department, and college information. **Classification of Resources Requested:** None **Is this a Basic Skills Initiative project?:** No	for obtaining pertinent division, department and college information. **Assessment Method Category:** Survey **Criterion:** %100 of OAP faculty will use the Luminus portal system as a means for obtaining pertinent division, department and college information.		
	Older Adult Programs - IT Communication - All faculty and staff will have and use Mt. SAC email and voicemail. **Equipment Resources Required:** Computer **Staffing Resources Required:** OAP Supervisor	**Assessment Method:** Utilize Lotus Notes return receipt email function to determine percentage of faculty and staff accessing email communication from OAP Supervisor. **Assessment Method Category:** Other		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Action Plan - Action Plan Goal 4. Support access to high quality student services to meet needs of diverse noncredit populations.	Adult Basic Education - Diversity awareness and career development opportunities - Offer ABE students monthly activities to infuse diversity and cultural awareness, enrich the academic experience, and provide students with career development opportunities. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:**	**Assessment Method:** 1. Students will complete a survey after the career fair to discuss their experience and gain their input on this career development activity. 2.Flyers and advertisements will be created for all events. **Assessment Method Category:** Survey **Criterion:** 1.80% of students will rate the ?		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Support staff for field trips, career day, Faculty non-teaching funding **Training Resources Required:** Workshops and conferences on diversity and cultural awareness **Other Resources Required:** Speakers for career days, food for career days, transportation and entrance fees, marketing materials for career days	Overall helpfulness of the presentation? as either good or excellent for 80% of the presentations. 2.Those who complete the survey will offer input on their experiences for the event.		
			05/26/2010 - There were 8 speakers who participated in career day presentations. Of the eight speakers, all were rated at least good or excellent by 89%-100% by students in attendance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **Related Documents:** Career Week	05/26/2010 - Career week was a successful presentation. It is suggested that no more than two presentations take place per day and that there is a longer time given to each presenter.
	Adult Basic Education - Transcript Process - The Transcript evaluation process will be redefined to improve accuracy and flow of the current process. **Equipment Resources Required:** computer **Staffing Resources Required:** hourly clerical support, full-time registrar **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** The ABE Assistant Director will analyze the current process, consult with relevant staff, and determine a more streamlined approach to the process. **Assessment Method Category:** Other		
	Adult Basic Education - Intervention Strategy Team - Intervention Strategy Team (IST) meetings will be held and led by the Assistant	**Assessment Method:** ABE faculty work as a team to identify students experiencing academic struggles and determine		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Director. **Equipment Resources Required:** computer **Staffing Resources Required:** Non-teaching hourly pay, AD salary, clerical support **Is this a Basic Skills Initiative project?:** Yes	short-term interventions. **Assessment Method Category:** Other		
	Adult Basic Education - Counseling Intervention for low performng AD and HSR students - While meeting with a counselor, low performing/failing students will create an action plan to assist them in earning credits. **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** Counseling faculty will develop a task checklist and rubric in fall 2009 to measure success rates of individual action plans. **Assessment Method Category:** Other **Criterion:** ADULT DIPLOMA: 1) Fifty percent (50%)of the total targeted population will create an action plan with a counselor 2) Fifty percent of the total targeted population will complete all the tasks on the checklist. 3) Fifty percent of the total targeted population will rate an overall score a ?meets expectations? rating on how they will their action plan. HSR Seventy-five percent (75%) of the total targeted counseling population will complete the tasks on the checklist.	09/17/2010 - HSR - There were 143 students who created action plans with counselor, and this is 100% of those targeted. 39% completed all the tasks on the action plans. Of this number, 77 students, or 54% of those having action plans, earned credits and completed 93% of their action plan steps. This is compared to those who did not finish/pass the class, where 18% of the steps were completed and those who dropped, where 37% of the action plan step were completed. AD - There were 55 students who created action plans, and there were 106 targeted. Therefore, 52% of the targeted population created action plans, and 12% completed the steps of the action plan. Of those creating action plans, 36% earned credits and these students completed 65% of their action plan steps. This is compared to those who did not finish/pass the class where 46% of the tasks were completed and those who dropped where 18% of the steps were completed. **Summary of Data Type:** Criterion Not Met	09/17/2010 - According to the counselors, the action plan is a tool that they will continue using with students in future semesters, since it provided students with concrete steps to complete their credits. One of the challenges faced in this project was the limited time to organize the project and then implement the action plans. Counselors would change the timing and begin action plans in fall semesters.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			Summary of Data Status: Closed	

Summary of Data / **Action & Follow-Up**

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The criteria was not met since those creating action plans completed 39% of their plans.

AD - There were 55 students who created action plans, and there were 106 targeted. Therefore, 52% of the targeted population created action plans, and 12% completed the steps of the action plan. Of those creating action plans, 36% earned credits and these students completed 65% of their action plan steps. This is compared to those who did not finish/pass the class where 46% of the tasks were completed and those who dropped where 18% of the steps were completed.

The criteria was not met since those creating action plans completed 12% of their plans.

09/17/2010 - Although the results above show that the criteria was not met for this project, there is one finding that is evident. That is, those who earned credits completed more steps of their action plans than students who dropped or did not earn credits. This supports the fact that action plans may have assisted students in completing their credits. Counselors believe this is due to the fact that students took ownership of their progress and felt some accountability with the action plans.

According to the counselors, the action plan is a tool that they will continue using with students in future semesters, since it provided students with concrete steps to complete their credits. One of the challenges faced in this project was the limited time to organize the project and then implement the action plans. Counselors would change the timing and begin action plans in Fall semesters. Another is more prevalent for AD counselors who state that the most difficult challenge was to simply make contact with students who were struggling. Almost half the these students had already dropped out before intervention efforts were possible.

Other insight gotten from this project was that students were

Summary of Data Type:

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			Criterion Not Met **Summary of Data Status:** Closed	more willing to come to follow-up counseling appointments after having clearer expectations regarding their coursework. Also, counselors noted that by involving students with the creation of the action plans, they took more ownership of the responsibility. The biggest obstacle in serving students who were low-performing was with regards to transiency, especially with Adult Diploma students. These students often dropped out without any notice and did not leave contact information. Therefore, counselors could not determine the reasons for students dropping out, which would help them with preventative measures for other students at-risk of dropout. HSR counselors had more of an ability to contact students who stopped attending to verify that they had dropped out of the program. The counselors believe that a greater emphasis on challenges students may face should be presented at orientation. This may prevent some students from dropping out and/or encourage them to seek intervention prior to dropping out of school.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Adult Basic Education - AD/HSR/WIN Tutoring - As a result of in-class one-on-one tutoring, AD and HSR and WIN students will communicate effectively and become more self-directed in their learning by identifying their plan for completing the assignment/project or preparing for a test. **Equipment Resources Required:** computer, AV projector **Staffing Resources Required:** hourly tutors, teaching aides; Full-time supervisor for the WIN program **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** Tutors and program staff will create a rubric in Fall 2009 which will rate how well the students understood concepts presented in tutoring session. In addition, tutors will rate the students? success in identifying their plan for completing the assignments. **Criterion:** HSR AND WIN Of the targeted population, 75% of the students will score a ?meets expectations? rating on all three sections of the tutoring rubric. AD Of the targeted population, 50% of the students will score a ?meets expectations? rating on all three sections of the tutoring rubric.	09/17/2010 - AD: The tutors provided 3,437 tutoring sessions to 183 AD students, with many of the students participating in multiple sessions. Of the total tutoring sessions, students scored a ?meets? or ?exceeds? expectations for 70% of the sessions; the objective that 50% would achieve a rating of "meets" or "exceeds" expectations was met. Of the 183 students who received tutoring, 78 or 43% earned high school credits. This falls short of the objective of having 75% of tutored AD students achieve five or more credits. HSR: The tutors provided 9,060 tutoring sessions to 480 HSR students, with many of the students participating in multiple sessions. Of the total tutoring sessions, students scored a ?meets? or ?exceeds? expectations for 67% of the sessions. Of the 480 students who received tutoring, 350 or 73% earned high school credits. For the HSR program, there were 143 students who created action plans with counselor, and this is 100% of those targeted. Thirty-nine percent completed all the tasks on the action plans. Of this number, 77 students, or 54%, of those having action plans earned credits and completed 93% of their action plan steps. This is compared to those who did not finish/pass the class, where 18% of the steps were completed and those who dropped, where 37% of the action plan steps were completed. The criteria were	09/17/2010 - AD and HSR The tutors had some difficulty in rating student motivation and willingness to complete their assignments. The tutors faced obstacles in trying to instruct students on how to self-direct and become independent learners. Tutors also had no way of knowing whether they had interrater reliability with their fellow tutors. In other words, there was no way to ensure that their ratings had consistency with other tutors. Students were also motivated differently for assignments, tests, etc. Thus, it was possible that one student had inconsistent ratings. Recommendations ? The concept of self-directed learning can be further explored. ? Different criteria should be developed for ESL students because tutors utilized another set of teaching strategies with this pool. ? Perhaps, some more clear-cut guidelines on how to rate student motivational levels would be helpful for tutors. WIN: Limitations As was noted by the WIN tutors, increasing the specificity of the assessment tool would result in increased accuracy of their ratings. Recommendations ? Next assessment cycle should focus on the development of critical thinking skills of tutored students.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			not met since those creating action plans completed 39% of their plans. WIN : Out of the 522 tutorial sessions, 224 unique students were tutored. Using the rubric described above, 94% of tutorial sessions scored a meets or exceeds expectations. The benchmark for success associated with this project was met; the goal was that 80% of students will meet or exceed expectations. Additionally, 79% of students tutored by the WIN tutorial services program achieved a G.P.A. for the spring 2010 term of 2.0 or higher; this is below the benchmark that all students tutored by the WIN tutorial services program would achieve a G.P.A. of 2.0 or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
			09/17/2010 - AD: The tutors provided 3,437 tutoring sessions to 183 AD students, with many of the students participating in multiple sessions. Of the total tutoring sessions, students scored a ?meets? or ?exceeds? expectations for 70% of the sessions; the objective that 50% would achieve a rating of "meets" or "exceeds" expectations was met. Of the 183 students who received tutoring, 78 or 43% earned high school credits. This falls short of the objective of having 75% of tutored AD students achieve five or more credits.	09/17/2010 - Next assessment cycle should focus on the development of critical thinking skills of tutored students.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			HSR: The tutors provided 9,060 tutoring sessions to 480 HSR students, with many of the students participating in multiple sessions. Of the total tutoring sessions, students scored a ?meets? or ?exceeds? expectations for 67% of the sessions. Of the 480 students who received tutoring, 350 or 73% earned high school credits. For the HSR program, there were 143 students who created action plans with counselor, and this is 100% of those targeted. Thirty-nine percent completed all the tasks on the action plans. Of this number, 77 students, or 54%, of those having action plans earned credits and completed 93% of their action plan steps. This is compared to those who did not finish/pass the class, where 18% of the steps were completed and those who dropped, where 37% of the action plan steps were completed. The criteria were not met since those creating action plans completed 39% of their plans. WIN : Out of the 522 tutorial sessions, 224 unique students were tutored. Using the rubric described above, 94% of tutorial sessions scored a meets or exceeds expectations. The benchmark for success associated with this project was met; the goal was that 80% of students will meet or exceed expectations. Additionally, 79% of students tutored by the WIN tutorial services program achieved a G.P.A. for the spring 2010 term of 2.0 or higher; this is below the benchmark that all students tutored by the WIN	

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			tutorial services program would achieve a G.P.A. of 2.0 or higher. Summary: **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
	Adult Basic Education - Credit increase AD/HSR students - By gaining in-class one-on-one tutoring and identifying a plan for completing assignments, there will be an increase in credits earned by AD and HSR students. **Classification of Resources Requested:** Long-Term Need **Staffing Resources Required:** hourly tutors **Is this a Basic Skills Initiative project?:** Yes			
	Adult Basic Education - WIN Educational Plans - WIN students will create educational plans with a counselor that reflect the goal of transfer status or an AA. **Classification of Resources Requested:** Long-Term Need **Equipment Resources Required:** computer for counselor **Staffing Resources Required:** Hourly counselor funding, hourly clerical support **Other Resources Required:** office supplies for counselor	**Assessment Method:** WIN students will attend workshops and counseling sessions where they will create educational plans reflecting an AA and/or transfer status. Counselors will provide information on general education and major areas. **Assessment Method Category:** Other **Criterion:** 75% of students attending the WIN Program will have educational plans that reflect the goal of an AA or transfer status by the end of Spring		

	Is this a Basic Skills Initiative project?: Yes	2010.		
	Adult Basic Education - WIN students general ed and major areas - WIN students will be able to identify the general education and major areas. **Classification of Resources Requested:** Long-Term Need **Equipment Resources Required:** computer for counselor **Staffing Resources Required:** Hourly counselor funding, hourly clerical support **Other Resources Required:** clerical supplies for counselor **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** WIN students who attend a workshop or counseling session will identify at least 5 general education areas and 3 major areas The WIN counselor will record the number of general education and major areas that students were able to answer on a scoring rubric. **Assessment Method Category:** Other **Criterion:** 100% of students who attend the workshops will identify the major and gen ed areas.		
	Adult Basic Education - WIN student perception on educational planning - WIN students will feel more informed about of general education requirements, major areas and the educational plan **Classification of Resources Requested:** Long-Term Need **Equipment Resources Required:** computer for counselor **Staffing Resources Required:** hourly counselor funding, hourly clerical support **Other Resources Required:** clerical supplies for counselor	**Assessment Method:** After attending a workshop and/or counseling session, WIN students will complete a short questionnaire assessing their level of perceived knowledge of educational requirements **Assessment Method Category:** Survey **Criterion:** 80% of students attending the counseling workshops or appointments will report that they are ?informed? on at least 5/6 items of the questionnaire.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Is this a Basic Skills Initiative project?: Yes			
	Adult Basic Education - WIN Textbooks - Books for WIN tutors will be purchased for the purpose of conducting small group and one-on-one tutoring sessions. **Other Resources Required:** textbooks, instructional materials **Is this a Basic Skills Initiative project?:** Yes			
	Adult Basic Education - Displaced workers/student support services - Provide the appropriate support and instructional services for displaced workers. **Staffing Resources Required:** Faculty non-teaching funding, adjunct counseling services, clerical support, tutoring support **Training Resources Required:** Conflict resolution training, faculty work-groups **Other Resources Required:** resource guides, workshop materials, speakers, instructional materials	**Assessment Method:** 1 An interdisciplinary support team, consisting of counselors, advisors, instructors and support staff will be established. 2. Career development and life skills workshops will be scheduled in the ABE **Assessment Method Category:** Other		
	Adult Basic Education - Mentoring Program - Expand the Adult Basic Education mentoring program to include more non-credit students. **Staffing Resources Required:** Funding for hourly outreach staff, clerical staff **Other Resources Required:** Incentives, food, appreciation gifts, cultural event tickets, recruitment			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	materials			
	Adult Basic Education - Orientation workgroup - Evaluate orientations in order to make them more student-centered and to streamline documents. **Staffing Resources Required:** Faculty non-teaching, clerical assistance	**Assessment Method:** The orientation workgroup will meet bi-weekly to examine documents used in orientations. In addition, the group will discuss the current format and delivery method for orientations. **Assessment Method Category:** Focus Group **Criterion:** * Orientation length will be reduced by 30 minutes (from 90 minutes) * Paperwork used in orientation will be reduced.		
			11/06/2009 - The orientation length was decreased to 45 minutes and the documentation required of students was decreased significantly. 6 pages of documents were removed from the packet. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/29/2009 - In attempting to streamline the process and paperwork used in orientation, that many students never completed the matriculation process. Therefore, a new AUO to increase the numbers of students completing the noncredit matriculation process (orientation, registration, assessment and counseling)
	Adult Basic Education - Student handbooks - Create student handbooks and guides for students enrolled in GED, AD, HSR,and WIN. **Staffing Resources Required:** Clerical support **Training Resources Required:** On-on-one software program training **Other Resources Required:**			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Software programs, such as Adobe licensing, Adobe Writer, printing costs and graphics costs			
	Continuing Education Division Office - Voc Credit-Noncredit Connection - Faculty from credit divisions teaching dual-listed courses will improve in applying the course expectations to their enrolled noncredit students. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** Support staff for surveys, correspondence and tracking. **Training Resources Required:** Banner - Argos **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** A survey will be conducted of all faculty teaching dual-listed business courses during the semester. **Assessment Method Category:** Survey **Criterion:** Seventy percent of faculty surveyed will identify appropriate applications of their course syllabus to their noncredit students.		
		Assessment Method: A survey will be conducted in Spring 2011 to gauge credit dual-listed voc instructors' familiarity with Continuing Education student learning goals. **Assessment Method Category:** Survey **Criterion:** 70% of instructors will agree with the statement: I am familiar with Continuing Education Student Learning Goals.	08/11/2011 - 30% of the professors answered "Very Familiar" and 50% answered "Somewhat Familiar," and 20% answered "Not Familiar." **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	11/09/2011 - Though 80% are familiar or somewhat familiar with CED student learning goals, there remains a need for improved communication on student learning outcomes for dual-listed credit/noncredit courses. 08/11/2011 - Although 80% of the professors indicated they were at least somewhat familar with Continuing Education student learning goals, improvement is needed. The division dean will develop a system for 2011-12 that will ensure regular participation by the CED vocational professor or an administrator in the departments of the credit vocational programs which offer dual-listed classes.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Continuing Education Division Office - S-T Vocational Student Support - Strengthen outreach, counseling, and other support services for noncredit short-term vocational students. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** Counseling and Ed Advising Staff **Other Resources Required:** Research support for focus group process. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Survey of noncredit vocational students. **Assessment Method Category:** Survey **Criterion:** 70% of students will report satisfaction with services	08/11/2011 - Because nc vocational students are widely dispersed by programs, two online surveys were sent. One was specific to current or past health occupations students from 2010-11; the other was to Spring vocational students in dual-listed and stand-alone noncredit vocational classes. "I am aware of Continuing Education counseling and advising services" - 90% of health and 77% of vocational students agreed. "I am aware of how to access CE counseling and advising services" - 80% of health and 75% of vocational students agreed. "Counselors & advisors are available, helpful, & supportive." - 85% of health and 68% of vocational students agreed; another 28% of voc students were uncertain (had not used these services), and only 4% disagreed. "I am satisfied with the types of counseling and advising services available" - 90% of health and 59% of vocational students agreed; another 38% of voc were uncertain; only 3% disagreed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	08/11/2011 - Program teams for health and other vocational programs will continue to meet and evaluate effectiveness of services. One educational advisor (50%) with experience in noncredit vocational programs will be transferred to Student Services (9B) from her location in ABE; this should provide broader access to all students who may be interested in noncredit vocational programs.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Continuing Education Division Office - Increase Noncredit S-TV Certificates - By 2012, increase Short-Term Vocational certificates awarded by 100% over 2007-08 awards. **Staffing Resources Required:** Counseling/Advising resources **Other Resources Required:** I.T. and A&R staff to facilitate import of noncredit certificate titles into Banner. CO office needs to define SP04 Co-Unique Codes for NC certificates. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Count of awarded certificates **Assessment Method Category:** Other **Criterion:** 100% increase between 07-08 and 2011-12.		
		Task Name: Donna, Paulo, Sheryl Hullings, Mary McGhee, George Bradshaw **Task Description:** Assure import of NC certificate titles and population of SP04 data element validation table upon receipt of new COMIS codes from Chancellor.		
		Task Name: Kathi Coleman **Task Description:** Assure that existing Excel spreadsheet of noncredit certificates and their related courses is kept current until IT & A/R are ready to import the data into DegreeWorks.		
		Task Name: Paulo, Donna **Task Description:** Assure our presence and representation on the Degree Works implementation team for the campus (Heidi's group).		
	ESL - VESL Open House - The VESL Team will provide information about "VESL: Career Paths" program designed to help students transition from noncredit to	**Task Name:** VESL Project Coordinator (Miho) **Task Description:** 1) PowerPoint overview of VESL as		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	academic/vocational pathways; will target presentations to advanced-level ESL students interested in pursuing advanced college degrees or vocational certificates. **Staffing Resources Required:** VESL Project Coordinator	academic and career path 2) Current student project displays in the 3 "stations": 1) ESL Library, 2) VESL Computer Lab, and 3) VESL Speaking & Writing Classroom 3) Recruit VESL students & faculty to host and demonstrate tasks in VESL program.		
	ESL - VESL 1 Career & Life Planning SLO - ESL counselors will adapt and implement SLOs for VESL Career & Life Planning, based on Counseling 5 model **Staffing Resources Required:** ESL Counseling Team & VESL Projects Coordinator **Other Resources Required:** Categorical funding	**Assessment Method:** 1) MBTI Code-type Test 2) Confidence Survey 3) Reflection Essay **Criterion:** 70% of VESL students will: 1) understand their personality type and how it relates to job satisfaction; 2) feel a higher level of confidence in ability to choose a major/career-type; 3) report that they feel more confident with their interviewing skills		
	ESL - Appointments with Counseling Team - ESL Counseling Team will use the ESL Databse log in student appointments in order to establish baseline data. **Staffing Resources Required:** ESL Counselor, ESL Adjunct Counselor, ESL Outreach Specialist, ESL Database Programmer **Other Resources Required:** Funding to support hourly counselor and databse programmer	**Assessment Method:** ESL database will track number of students who scheduled appointments and met with ESL counseling Team in the ESL Office from January to December 2009. **Assessment Method Category:** Other **Criterion:** Will establish baseline data. **Task Name:**		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
		ESL Database Programmer (Virgi) **Task Description:** Develop and improve a login system in ESL Database.		
	ESL - ESL Career Conference - Counseling & Student Services: ESL students will attend annual ESL Career Conference and be satisfied with program quality. **Staffing Resources Required:** Counseling Team to coordinate event **Other Resources Required:** Color printing for Program; token gifts of appreciation to presenters; Basic Skills funding	**Assessment Method:** Students will complete post-conference survey forms. **Assessment Method Category:** Survey **Criterion:** 70% of ESL Career Conference attendees will be satisfied or very satisfied		
	ESL - ESL Counseling - MA Intern Training - Counseling Services: ESL counseling staff will explore issue of MA intern training and will assess compatability of ESL intern needs with local MA Counseling / Human Services program goals. **Other Resources Required:** Communication with local educational institutions (CSUF; U. of La Verne)			
	ESL - ESL Adjunct Counseling Support - ESL Counseling Team ensures that ESL students receive critical information needed to achieve their academic and career goals.// Adjunct ESL counselor will provide information and guidance through VESL Career Paths course entitled VESL Career & Life Planning that includes academic planning, job search skills, and interview practice. Students will complete a post only short-answer test to state	**Assessment Method:** A rubric will be used to assess the responses to a short-answer test students write on the topic of their educational and career plans in their VESL Career & Life Planning class, taught by the adjunct counselor (M. Ngo). **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students will score14 or more on a scaled rubric, indicating	06/14/2010 - 15 students were evaluated for this SLO. Of the total assessed, 80% (12 students) scored 70% or higher according to the rubric. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** 2010.06.14 - SLO - Adjunct Counselor (Ngo) Results.doc	06/14/2010 - The rubric was a pilot instrument that was applied to the evening students enrolled in the VESL Career & Life Planning course. The assessment will be implemented again in the fall, with both daytime and evening courses to gain insight into any variations or patterns that may emerge.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	their academic and career goals; and will identify timelines for accomplishing those goals. **Staffing Resources Required:** Adjunct ESL Counselor (M. Ngo) **Other Resources Required:** Basic Skills funding support **Is this a Basic Skills Initiative project?:** Yes	clearly identified academic and career goals, along with a timeline of short and long-term benchmarks for accomplishing their goals.		
	ESL - VESL Program Coodination & Transition - The Vocational English as a Second Language (VESL) program provides noncredit ESL students a bridge toward credit programs and postsecondary degree attainment. // The VESL Project Coordinator oversees day-to-day operations of the VESL program, assists students in successfully completing the program, and works as a liaison between the program and advanced-level ESL instructors. A VESL portfolio process has been recently implemented and is designed to demonstrate the students' improved communication skills, self-confidence, and preparedness for advancement in their academic and/or professional careers. **Staffing Resources Required:** VESL Project Coordinator (D. Miho) **Other Resources Required:** Basic Skills funding support **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** Student focus groups (2 daytime and 2 evening groups) will be assessed to measure their perceptions of the portfolio. **Assessment Method Category:** Focus Group **Criterion:** At least 60% of the focus group participants will acknowledge the effectiveness of the portfolio.	07/01/2010 - A total of 22 VESL students participated in the focus group and provided overwhelmingly positive comments (34 total comments: 31 positive, 3 suggestions for improvement). They indicated that they can utilize the portfolio as reference, evaluate their progress, and boost their self-confidence. The students feel that their communication and computer skills have improved through the program. Based on the students' numerous favorable comments, it is inferred that we surpassed the predetermined "60% effectiveness" criterion.	07/01/2010 - The VESL portfolio represents a positive outlook for the students' future; overall, this has been a successful project. The following are recommended for the VESL project coordinator to implement in order to better the effectiveness of the portfolio: (1) develop a survey instrument that uses both quantitative measure and open-ended comments to gather feedback from the students at the end of each term; (2) improve communication with VESL instructors and remind them to add course work regularly to the portfolio; and (3) encourage

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
				students to examine the portfolio on a regular basis.
			Summary of Data Type: Criterion Met **Summary of Data Status:** Closed	
	ESL Language Learning Center - 2. Increase Faculty Usage of LLC - The Language Learning Center will increase faculty usage of the Language Learning Center (LLC) due to the extra service available from the LLC Project Program **Classification of Resources Requested:** None **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Faculty usage will be assessed at the end of Fall semester. Current reservation information is kept in an online database. Semester reports will be run at the end of Fall and compared to reports from the prior Fall to establish an increase in the number of instructors. Orientation weeks will be discarded from the data. **Assessment Method Category:** Other **Criterion:** The number of faculty making reservations in the LLC will increase by at least two. **Related Documents:** 2011 Yearly Comparisons of Smart Lab Usage Report Fall 2010 - From 09-06-2010 To 12-04-2010 Report Spring 2011 - From 03-14-2011 To 06-16-2011	06/30/2011 - The number of faculty using the LLC with their classes increased by 2 (to 40 from 38) from Fall 2009 to Fall 2010.. However, there was a decrease in number of reservations and number of hours of reservations from Fall 2009 to Fall 2010. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/30/2011 - We will look at increasing faculty satisfaction in the LLC and work more on making individual meetings with language instructors who have been here a number of years as well as new ones.
			03/25/2010 - The number of faculty using the LLC increased by almost 2 % from Fall 2008 to Fall 2009. The frequency of use increased almost 10 % and the length/hours of use increased by over 13 %. This supports a general trend for Fall 2008, Spring 2009, and Fall 2009 of an increase in faculty usage as well as student usage. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **Related Documents:** Yearly Semester Comparisons 2009.pdf comparisonFall2008-2009.pdf	
			04/02/2009 - There was a decrease in the number of professors using the LLC comparing Fall 2008 to Fall	04/02/2009 - I believe that we did not have our Welcome Packages

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			2007. In Fall 2007 there were 41 instructors making reservations, for 185 times and 360 hours, but in Fall 2008 there were only 36 instructors making reservations, for 171 times and 320 hours. A review of number of active instructors for each semester sees little difference 111 active language instructors in Fall 2007 and 110 active language instructors in Fall 2008. Comparing the reservations by each language faculty, there were decreases in the number of ESL faculty, French, Sign Language and Italian with increases in AMLA and Speech. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open **Related Documents:** Report Fall 2008 - From 09-08-2008 To 12-06-2008.mht Report Fall 2007- From 09-10-2007 To 12-08-2007.mht FacultyUsageInLLCF06-F07-F08.pdf	ready soon enough during Fall 2008 to get a good reading. Also, Fall 2008 was our first attempt with the Welcome Packages, so I believe we are still learning. We definitely could not continue this without the extra work hours provided through Basic Skills funding for the LLC Project Program Supervisor. We will continue to actively welcome new teachers and provide brochures, notepads, and other relevant goodies in a welcome package.
			08/02/2007 - Number of instructors using the LLC, number of reservations for the LLC, and the number of hours used have been decreasing for the most part: --Fall 2005--45 instructors; 221 times; 408 hours --Spring 2005--54 instructors; 227 times; 434 hours --Fall 2006--35 instructors; 99 times; 174 hours --Spring 2006--39 instructors; 201 times; 380 hours --Fall 2007--41 instructors; 185 times; 360 hours	05/02/2008 - See related task. We will become more proactive in meeting new professors.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			--Spring 2007--40 instructors; 166 times; 338 hours	

Summary of Data Type:
Criterion Not Met
Summary of Data Status:
Open

notes:
Remember to subtract the "LLC" numbers from the regular language instructor numbers when looking at the documents.

Related Documents:
Report Fall 2005- From 08-29-2005 To 11-09-2005.mht
Report Fall 2006- From 09-11-2006 To 12-08-2006.mht
Report Fall 2007- From 09-10-2007 To 12-08-2007.mht
Report Spring 2005- From 01-24-2005 To 05-13-2005.mht
Report Spring 2006- From 01-23-2006 To 05-12-2006.mht
Report Spring 2006- From 01-23-2006 To 05-12-2006.mht
Report Spring 2007 - From 03-12-2007 To 06-09-2007.mht
FacultyUsageInLLC05-07.pdf

Task Name:
Proactively Seek Out New Instructors
Task Description:
The LLC Project Program Supervisor will contact new instructors (face-to-face as much as possible) and set an appointment with them to visit

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
		the LLC. Create promotional and informative material that might be helpful to them and provide it during their first semester.		
	ESL Language Learning Center - 6. LLC Lab Tech assists with culturally responsive services - The Language Lab Technician will increase awareness of open lab programs and materials available to students on the wait-list for ESL classes. Noncredit ESL students on the waiting list will be contacted and encouraged to attend orientations by LLC Lab Technician regarding available open lab programs and materials they can access while waiting for their space in the ESL class. **Classification of Resources Requested:** Long-Term Need **Staffing Resources Required:** Need the funding available to focus on the ESL wait listed students. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** The LLC Lab Technician will compile data showing the student attendance of the LLC. **Assessment Method Category:** Other **Criterion:** There will be an 80% retention of students who spend at least 4 hours in the LLC after attending the orientation. **Related Documents:** Spring 2011 Wait List Orientation Report_MAY_19	06/30/2011 - Only six attendees (out of 700 on the waiting list); however, 5 out of 6 attendees persisted in attendance of the LLC for more than 4 hours (83 %). Sixty-six percent persisted for more than 25 hours. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/30/2011 - Although this program does not seem to be wildly successful at getting students to attend the orientation, it does seem very successful at helping students persist in attendance and acquire a certificate of accomplishment from ESL.
	ESL Language Learning Center - Purchase of new data projector in Smart Lab because other one broke. - Since the other data projector in the Smart lab broke, it is necessary to purchase a new one that will fit our current technology. **Classification of Resources Requested:** None **Equipment Resources Required:** Needed to purchase professional data projector equipment	**Assessment Method:** The LLC Coordinator, Peggy Marcy, will inform the ESL Director, Liza Becker, when the projector has arrived and been successfully installed. **Assessment Method Category:** Other **Criterion:** Before Fall 2009 the new data projector will be successfully installed in the Smart lab and	09/24/2009 - The new data projector was successfully installed by Antonio Gallardo, Computer Facilities Supervisor, and it works beautifully. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Other Resources Required: Will need campus skilled services to install it when it arrives. **Is this a Basic Skills Initiative project?:** No	working appropriately. **Task Name:** Install New Projector Successfully **Task Description:** Installation will require drilling some special holes in a mounting plate and adjusting the focus length appropriately. The ESL Computer Facilities Coordinator, Antonio Gallardo, may be able to do all or part of this, but he may need assistance from Mt. SAC's Skilled Services.		
		Task Name: Research and Purchase of Appropriate Equipment **Task Description:** A great deal of research and trial and error went into the purchasing of the LLC data projector; however, it still may be advisable in the future to rebuild the control center to better accomodate new technology.		
	Older Adult Programs - On campus Art Show - Explore the use of Mt. SAC campus facilities to reestablish an OAP on-campus art show.	**Assessment Method:** Check gallery availability and resources necessary to present OAP art show. **Assessment Method Category:** Other **Criterion:** Appropriate time line and resources necessary to provide art show.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Action Plan - Action Plan Goal 5. Provide physical and technological infrastructure that will promote student learning.	Adult Basic Education - Equipment maintenance and software upgrades - Maintain the quality and security of equipment and ensure that upgrades to educational software are made. **Classification of Resources Requested:** Short-Term Need **Equipment Resources Required:** Computers, printers, scanners, AV equipment, CRT monitors **Other Resources Required:** software upgrades, site licenses, furniture		03/14/2010 - 1. Inventories of all equipment and software will be maintained. 2. A bi-annual report on the condition of the department hardware will be completed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
	ESL - Hardware / Connectivity (ESL-WIA Tech Plan) - Maintain instructional currency by replacing hardware in order to support new Windows operating system. **Staffing Resources Required:** ESL Learning Resource Technician **Other Resources Required:** WIA Title II, 231 Grant **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Step 1) Dated equipment in current use by the ESL department will be identified by the ESL Computer Facilities Supervisor and ESL Technical Support Staff. Step 2) Department will purchase equipment according to the allowable budget in WIA Title II, 231 grant and install in ESL Computer Lab(s).		
	ESL - Technical Support & Staffing (WIA-231 Tech Plan) - Provide timely support for ESL students and faculty, both in class and in the ESL computer labs to promote computer literacy for noncredit students. **Staffing Resources Required:** ESL Learning Resource Technician **Other Resources Required:** WIA Title II, 231 Grant **Is this a Basic Skills Initiative project?:**	**Assessment Method:** Hire, train and provide reliable support. **Criterion:** Addition of one permanent part-time Technical Support employee.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	No			
	ESL Language Learning Center - 1. Student Satisfaction - The Language Learning Center (LLC) will enhance student satisfaction with the materials offered in students' target languages by at least 80%. **Classification of Resources Requested:** None **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Student satisfaction will be assessed by a survey after week 8 of the Spring semester. Surveys will be given to students dropping into the Open Lab for independent study and who come with their class into the Smart Lab. **Assessment Method Category:** Survey **Criterion:** The survey will show an overall satisfaction rate of 75% with the materials available in the LLC . Open-ended question comments will be tallied along with satisfaction rates by the LLC staff by the end of Spring semester.	06/30/2011 - Overall 96 % satisfaction rate. Spanish -- 74% (58 responents); Italian -- 100% (13 respondents); Chinese -- 71% (106 respondents); Japanese -- 94% (50 respondents); French -- 96% (120); AMLA -- 80% (52 respondents); ESL -- 100% (2 respondents); Sign Language -- no respondents; German -- 66% (3 respondents); and Arabic -- 50% (2 respondents). *Ninety-five percent of respondents were satisfied with the service in the **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** 2011 LLC Student Survey by Language LLC_StudentSurvey2011 -- Who do not use LLC LLC_StudentSurvey2011 -- Who use the LLC	06/30/2011 - A number of students expressed dissatisfaction with Chinese materials in the LLC this time. We need to look at what's available. We also need to look at Spanish, German and Arabic and consider purchasing either new software or updated software in those languages.
			03/25/2010 - Overall 97% of language student responses were satisfied or totally satisfied with the LLC and the materials in the LLC. The following is a breakdown by language: --French 97% (92 respondents) --AMLA 100% (41 respondents) --Sign Language 93% (14 respondents) --Chinese 97% (29 respondents) --Spanish 94% (51 respondents) --Japanese 97% (107 respondents) --Italian 100% (25 respondents) --German 89% (9 respondents) --ESL 97% (30 respondents) **97.5 % overall satisfaction with	03/25/2010 - This is trending up. We have tried to add software in the languages that have been the least satisfied.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			service provided by the LLC also which is an increase from 91% two years ago. I suspect that the satisfaction with materials is heavily correlated to satisfaction with LLC service. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **notes:** Switched to an online survey for Spring 2009 and completely re-designed the survey. The result was four times more respondents. **Related Documents:** AMLATallies2008.pdf ESLTallies2008.pdf FrenchTallies2008.pdf GermanTallies2008.pdf ItalianTallies2008.pdf JapaneseTallies2008.pdf SignLanguageTallies2008.pdf SpanishTallies2008.pdf ChineseTallies2008.pdf Percentage By Language 2009 # of Students Who Responded Per Language 2009 Satisfaction Per Language 2009	
			08/02/2007 - Overall 90% of language students surveyed are satisfied or totally satisfied. The following is a breakdown by language: --French 98% (16 respondents) --AMLA 93% (39 respondents) --Sign Language 73% (6 respondents) --Chinese 81% (18 respondents) --Spanish 83% (41 respondents)	05/02/2008 - Intend to continue to seek improvement in the types and quality of materials available.

| | | | --Italian 94% (10 respondents)
--German (zero responses)
--ESL 90% (29 respondents)

Summary of Data Type:
Criterion Met
Summary of Data Status:
Open
notes:
91 % overall satisfaction with service provided by the LLC also.

--Very pleased with increase in satisfaction. This could be due to the fact that we no longer allowed middle of the road choices. They had to choose either satisfied or dissatisfied (plus totally satisfied or totally dissatisfied). Also, we gave surveys to instructors who brought their students to the LLC this year instead of randomly choosing any instructor.
Related Documents:
AMLATallies2007.pdf
ChineseTallies2007.pdf
ESLTallies2007.pdf
FrenchTallies2007.pdf
ItalianTallies2007.pdf
JapaneseTallies2007.pdf
SignLanguageTallies2007.pdf
SpanishTallies2007.pdf

07/17/2006 - Overall 76% of language students using the LLC are satisfied or totally satisfied. The following is a breakdown by language:
--French 93%
--AMLA 80%
--Sign Language 75% | |

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			--Chinese 81% --Spanish 83% --Japanese 65% --Italian (zero responses) --German 100% --ESL 78% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **notes:** Japanese was below the 70% mark. Should work to improve in that area.	
		Task Name: Revise Student Survey **Task Description:** It is time to revise the student survey and perhaps change the method in which it is administered, meaning that we might have better luck using an online survey method which could collate data for us.		
	ESL Language Learning Center - 3. Designing New Language Learning Center near Bldg 66 - The LLC will participate in the design of a new state-of-the-art Language Learning Center that will correct current design weaknesses and project future needs. **Classification of Resources Requested:** Long-Term Need **Equipment Resources Required:** New equipment will be required. Some might be able to be moved,	**Task Name:** Meet with LLC staff and LLC Adv Comm several times to discuss design options		

	but most of it should be new if possible. **Staffing Resources Required:** Potentially will need more permanent part-time staff to deal with increased technology use and skills required. **Other Resources Required:** Need to be kept well-informed of design plans for the LLC; need to visit some area language labs. **Is this a Basic Skills Initiative project?:** No			
	ESL Language Learning Center - 8. Write Materials Database Windows 7 Compatible - The LLC will create a new materials database that is browser-based that will be compatible with Windows 7, will make it easier for students to access, and will be easy to maintain. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** Need the assistance of the ESL web-programmer **Is this a Basic Skills Initiative project?:** No			
	Older Adult Programs - OAP Center Relocation - A plan will be developed to move the Older Adult Program center to a permanent location on the Mt. SAC campus that is away from high-risk youth and easily accessible to older adults. **Other Resources Required:** Permanent Facility on the Mt. SAC	**Assessment Method:** OAP office and classroom been relocated to an appropriate area,that supports the program's instructional resource needs. **Assessment Method Category:** Other **Criterion:** New location includes faculty		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	campus	resource center, addequate clasroom and office area and safe location.		
	Older Adult Programs - Instruction facility needs - Patch and fill holes to repair skirt around trailer 36, bring ramp and deck up to ADA code **Other Resources Required:** building repairs	**Assessment Method:** Repairs made. **Assessment Method Category:** Other		
	Older Adult Programs - Instructor Resources - Instructors will have adequate equipment and resources to provide quality classroom instruction. **Classification of Resources Requested:** Long-Term Need **Equipment Resources Required:** laptops & digital cameras for instructors using multiple off-site locations **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Phone or in-person survey of all faculty teaching older adult technology classes. **Assessment Method Category:** Survey **Criterion:** 100% of instructors will report having adequate, college-provided equipment to teach their classes.		
	Older Adult Programs - Temporary OAP Facility - Provide appropriate temporary OAP facility with classrooms, office space, and a faculty resource room. **Classification of Resources Requested:** None **Other Resources Required:** Facilities with 4 offices, 1 classroom, 1 resource room and reception area	**Assessment Method:** OAP faculty resource room, staff office and classroom space available on campus. **Assessment Method Category:** Other **Criterion:** OAP faculty resource room with necessary equipment and technology used for teaching class, staff office space which does not interfere with classroom activities,		

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Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Is this a Basic Skills Initiative project?: No	classroom that does not interfere with office operations.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Action Plan - Action Plan Goal 6. Implement and promote professional development initiatives that support Continuing Education themes and priorities.	Adult Basic Education - Academic Integrity - Faculty will demonstrate knowledge on relevant topics relating to academic integrity. **Classification of Resources Requested:** Short-Term Need **Equipment Resources Required:** computer **Staffing Resources Required:** Faculty non-teaching salary **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** After providing the faculty with topics relating to academic integrity for ABE students, faculty will take a questionnaire. **Assessment Method Category:** Survey **Criterion:** 100% of faculty will be able to demonstrate ABE department policies relating to academic integrity. Faculty will achieve at least an overall 80% correct on questionnaire items that relating to academic integrity for ABE students.	06/24/2010 - 100% of the faculty completed the academic integrity survey and were able to demonstrate department policies relating to academic integrity. While the survey showed that instructors posses an adequate understanding of the academic integrity standards for Adult Basic Education, it also exposed areas for improvement. High school instructors completed a four part survey: In the ?classroom situations? portion of the survey 20 percent of the instructors (n=2) incorrectly answered questions based on resubmitting assignments, skipping work, and students? responsibilities for signing in. In addition, instructors with incorrect answers stated that they were either ?somewhat? or ?very? certain of their answers. Overall, in this section instructors displayed a high level of certainty (varying from 60% to 70%) when answering correctly and two instructors were able to select all correct answers. All participants were able to list the three requirements that a student must meet in order to pass a class. In the ?Plagiarism? section, 60	06/24/2010 - The survey showed that while instructors possess knowledge of the Adult Basic Education academic integrity standards, it may be helpful to provide non-program specific information on academic integrity, such as what constitutes plagiarism. In addition, the survey results indicated that policies where recent updates have been made (e.g. enforcing a more stringent anti-skipping assignments policy) as well as policies where students benefit from instructors? flexibility (e.g. allowing students to recoup time not indicated on sign-in sheets and allowing them to make up assignments to pass a class) may require additional emphasis and communication on the part of supervisors.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			percent of instructors (n=6) were able to identify that all of the characteristics listed were considered plagiarism. Each of the instructors who provided incorrect answers (n=4) failed to indicate that ?giving incorrect information about the source of a quotation? was considered plagiarism. In the scenario the instructors were able to provide reasoned rationale for their procedures. All of the responses indicated an understanding of the Adult Basic Education policies on cheating. Adult Basic Education Lab instructors completed a survey that was comprised of scenarios. In each of the scenarios the instructors indicated that they were aware of Adult Basic Education policies on academic integrity. In addition, the instructors all provided the same responses including rationale, procedure, discipline, and follow-up. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
	Adult Basic Education - Professional Development - ABE staff will participate in professional development activities and training that enhance their skills. **Classification of Resources Requested:** Maintenance Need	**Assessment Method:** SLG training Faculty will attend a faculty-led half-day workshop that will provide context and background for aligning the Adult Basic Education Student Learning Goals (SLGs) with their curriculum. Faculty will then be		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Equipment Resources Required: computer, AV projector **Staffing Resources Required:** faculty non-teaching hours, hourly staff funding, **Training Resources Required:** presenter funding; **Other Resources Required:** Food for workshops; retreat funds **Is this a Basic Skills Initiative project?:** No	provided with a categorized list of their curriculum and will be asked to determine how the SLGs align with the existing curriculum. In addition, faculty will be given the opportunity to integrate SLGs into their curriculum if gaps are identified. At the end of the workshop, faculty will be provided with a self-assessment to determine how their knowledge of SLG alignment and integration has changed due to the workshop. **Assessment Method Category:** Other **Criterion:** 100% of faculty will be able to align each SLG with at least one assignment on their categorized curriculum list. 80% of faculty will be able to identify how each SLG could become more integrated into their curriculum. 80% of faculty will report that the workshop assisted them in better understanding the SLGs and how to align the SLGs with their curriculum.		
		Assessment Method: SLO TRAINING - Summer HS Faculty Summer HS Instructors will participate in SLO training and create course level SLOs that encompass the entire semester and implemented for all off-campus **Assessment Method Category:** Other **Criterion:** A team of faculty who are content		

specialists will create a 4-SLO rubric for all courses for all assigned summer teachers to implement.

Assessment Method:
Staff will attend a mathematics workshop that will provide strategies for math instruction for at-risk populations.
Assessment Method Category:
Other
Criterion:
Staff attending will be able to identify one or two areas that they could utilize from the workshop in their math instruction and tutoring.

05/26/2010 - SLG Training
Outcome: 86% of faculty aligned SLG with at least one assignment on their categorized curriculum list.
86% of faculty reported that the workshop assisted them in identifying how each SLG could become more integrated into their curriculum. The remaining 14% reported that the workshop was somewhat helpful.
100% of faculty reported that the workshop assisted them in better understanding the SLGs.
86% of faculty reported that the workshop assisted them in how to align the SLGs with their curriculum. The remaining 14% reported that the workshop was somewhat helpful.
86% of the faculty found the

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			workshop to be helpful overall. 14% found the workshop somewhat helpful overall. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
	ESL - Multi-media/PowerPoint Instructional Delivery - ESL faculty will gain confidence in the use of PowerPoint and multi-media presentations in their instructional delivery. **Staffing Resources Required:** ESL Instructional Support staff & ESL Tech Support staff **Training Resources Required:** Flex-day, workshops, one-on-one training	**Assessment Method:** ESL Instructional Support team will provide demonstrations and training opportunities during scheduled Flex Day, Department workshops, and by individualized faculty requests. **Assessment Method Category:** Other **Criterion:** There will be an increase in requests for training and PowerPoint clicker check-out.		
	ESL - Class Websites Workshops(ESL-WIA Tech Plan) - Increase ESL faculty knowledge, interest, and use of class web pages to to enhance traditional mode of teaching and learning. **Equipment Resources Required:** ESL Computer Lab **Staffing Resources Required:** ESL Learning Resource Technician, ESL Instructional Support Manager **Training Resources Required:** ESL Faculty In-service & ESL Flex Day Workshop **Other Resources Required:** WIA Title II, 231 Grant **Is this a Basic Skills Initiative project?:**	**Assessment Method:** Flex Day training for ESL faculty on Feb 19, 2910, instructors who have created class websites will demonstrate how to create them and will provide samples of websites for reference. Additionally, individual mentoring for website creation will take place during the spring 2010 semester. **Assessment Method Category:** Other **Criterion:** As a result of demonstrations and mentoring, five instructors (~10% of ESL faculty) will report increased activity in class website creation and use, as indicated on a post		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	No	survey at the end of spring term.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Action Plan - Action Plan Goal 7. Provide venues for meeting the educational and enrichment needs of the community where state funds are not available.	Community and Career Education - Marketing, Summer 09 - Improve cost effectiveness of marketing by using a direct mail strategy and College for Kids brochure as substitutes for delivered, full Community Education schedule. **Staffing Resources Required:** Marketing department staff **Other Resources Required:** Printing	**Assessment Method:** Enrollment reports from Lumens. **Assessment Method Category:** Other **Criterion:** Enrollment in Community Education classes will increase over comparable classes from Summer 08.	04/12/2010 - Enrollment in summer 2009 fee-based offerings declined from summer 2008. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed	04/12/2010 - A new marketing strategy will be developed for summer 2010 which will have more specifics on offerings without the cost of a full schedule. Mailing list will be cleaned up and reduced prior to summer 2010 marketing implementation.
		Task Name: CB Brown **Task Description:** Develop/design postcard mailer and College for Kids brochure.		
	Community and Career Education - Fee-based course assessment - Complete a full assessment of Community Education offerings for effectiveness, efficiency, and alignment with College values.			
	Community and Career Education - Motorcycle - Restructure motorcycle as an independent contractor relationship. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Restructured independent contractor agreement will be implemented. **Assessment Method Category:** Other **Criterion:** Board approval and signed contract.	01/29/2010 - New contract was approved and signed by December 2009. Implementation began January 2010. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	04/12/2010 - Effeciency and effectiveness of Motorcycle Safety program will be monitored on an ongoing basis.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Action Plan - Action Plan Goal 8. Develop internal and external partnerships in order to improve students' educational and career opportunities.	Adult Basic Education - HSR feeder school communication - Increase outreach efforts and communication with feeder schools. **Staffing Resources Required:** clerical support, **Other Resources Required:** food, supplies for open house, marketing documents **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** An open-house for high school counselors will be scheduled in winter or spring semester. Counselors will complete a short survey gauging their knowledge on the HSR Program and a feedback assessment on the event and program. **Assessment Method Category:** Other **Criterion:** 1. 90% of the counselor attendees will indicate a rating of "informed or very informed" on all items of a survey. 2. Of the total feeder high schools served, at least 20 feeder schools will attend the open house.	03/10/2010 - 1. Of the 41 attendees, 92% indicated that they were "informed or very informed" on all items of the questionnaire. 2. There were 21 districts in attendance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **Related Documents:** High School Referral Open House Feedback Summary.doc	04/01/2010 - Eight percent of respondents indicated that after the presentation they did not know how to indicate whether a student has an IEP on the referral form. Other areas for improvement include: informing counselors of important dates, the structure of orientation, and summer high school (5% did not feel informed) as well as the requirements for completing a class (8% did not feel informed). Future presentations will spend more time focusing on these topics. The Use of Results findings were applied to a second presentation conducted on 2/26/10. At that presentation 100% of respondents reported that they were either ?informed? or ?very informed? on all of the topics presented.
	Adult Basic Education - CAA internal partnerships and program development - Explore additional on-campus partnerships and in the process expand existing CAA instructional program services. **Equipment Resources Required:**		08/01/2009 - In Summer 2009, the CAA program coordinator and the Mt. SAC Health Resources Lab staff initiated plans to offer Home Health Aide state certification to those enrolled in the CNA Program. In	

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	computers **Staffing Resources Required:** clerical and coordination hourly funding, non-teaching faculty funding, stipends for curriculum development (off-campus sources), presenter stipends (off-campus sources) **Training Resources Required:** Faculty work-groups, conferences and workshops **Other Resources Required:** conference and workshop funding		November 2009 the first HHA certification course was offered and more will offered with two future CNA (2010) classes. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
	Adult Basic Education - Summer HS Program efficiency - Equalize budgets for summer high school districts and increase efficiency in the hiring process, registration process, and enrollment tracking. **Equipment Resources Required:** Computers **Staffing Resources Required:** Banner support, permanent Account Clerk II, hourly registration and clerical support, stipend for enrollment coordination **Training Resources Required:** Banner registration training **Other Resources Required:** Hiring and registration communication materials	**Assessment Method:** * A permanent account clerk II will be hired to track summer high school budgets * Districts with excessive support staffing will be reduced to a number of support staff that is more in line with other districts. * All districts will be given a supply budget; supply budgets will be equalized and based on number of courses offered * Training for registraition and attendance collection will be arranged for all schools and staff. * A part-time staff member will be hired to track daily enrollment in all high school courses. This staff member will visit all schools to determine actual attendance. **Assessment Method Category:** Other **Criterion:** All actions will be completed.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
			08/28/2009 - * Permanent 75% Account Clerk II was hired in April 2009 * Training offered to all districts in registration and attendance collection * District budgets were streamlined and equalized * Staff was hired to track enrollment onsite in the high schools **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
	Older Adult Programs - OAP Advisory Group - Form an OAP Advisory Group comprised of students representing main service areas and course offerings. **Classification of Resources Requested:** None **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Formation of an OAP Advisory **Assessment Method Category:** Focus Group **Criterion:** OAP Advisory group comprised of students representing main geographic areas and course offerings.		
	Older Adult Programs - National Studies - Partner with PositScience and Western University to contribute to the field of gerontology **Classification of Resources Requested:** None **Equipment Resources Required:** Computers **Training Resources Required:** Posit Science training	**Assessment Method:** OAP will participate in national studies to contribute to the filed of gerontology. **Assessment Method Category:** Other **Criterion:** At least 20 students will participate in studies that contribute to the field of gerontology.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Older Adult Programs - Senior Community Service Employment Program (SCSEP) - Establish the College as a training site for low income seniors thorugh the SCSEP **Classification of Resources Requested:** None **Staffing Resources Required:** Two part-time faculty, support staff **Other Resources Required:** On campus classroom facilities and campus partnerships for training locations **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Number of sudents participating in the SCSEP **Assessment Method Category:** Other **Criterion:** At least 20 students will participate in the SCSEP		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
Action Plan - Action Plan Goal 9. Collaborate with state and national organizations to improve support for noncredit student populations.	ESL - Progress Indicators for Improved Accountability Pilot Training - Progress Indicators for Improved Accountability Pilot Training: Actively participate in the statewide noncredit taskforce training of Progress Indicators (P/SP/NP) by sharing Mt. SAC-ESL procedures and documents with other noncredit programs within the CC system. **Classification of Resources Requested:** Short-Term Need **Is this a Basic Skills Initiative project?:** No			
	Older Adult Programs - CCCEOA Participation - Participate in the leadership of the California			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Action & Follow-Up
	Community College Educators of Older Adults to foster partnerships, collaborations, and new ventures that best serve the educational needs and wellbeing of our older adult students. **Classification of Resources Requested:** None **Staffing Resources Required:** Program supervisor	**Assessment Method:** Program leadership involvement in CCCEOA. **Assessment Method Category:** Other **Criterion:** Program leadership involvement in CCCEOA.		

Mt. San Antonio College
Continuing Education Division Office

Mt. SAC Mission Statement: The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Work with College I.T. and Student Services to develop and implement Banner appropriate to noncredit student needs.	Continuing Education Division Office - Banner - DegreeWorks Implementation - Noncredit certificate and course data will be entered into the college DegreeWorks supplement to the Banner system. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** IT and Admissions/Records Staff **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Noncredit test groups of short-term vocational students will claim accounts and register for classes using online functionality. **Assessment Method Category:** Other **Criterion:** 100% of students in test group will succeed in these tasks.		
		Assessment Method: Evaluation of the completion status of DegreeWorks required fields for noncredit certificates and courses. **Assessment Method Category:** Other **Criterion:** 100% of the required fields will have accurate data.		
		Task Name: Catalog **Task Description:** Assure: Web CMS functionality for noncredit; input of all courses by 12/09 Coding at course level for grading mode for noncredit "transcript" Coding at course level to reflect MIS	06/21/2010 - Web CMS functionality is still in process with IT. Coding at course level for grading mode is complete for all courses. Coding at course level regarding repeatability is complete **Summary of Data Type:** Criterion Not Met **Summary of Data Status:**	06/21/2010 - Web CMS functionality will be defined as a new Strategic Action.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		updates Spring 09 Coding regarding repeatability (Banner 7.6)	Open	
		Task Name: MIS data elements - upload from shadow systems **Task Description:** Evaluate MIS needs and develop protocols to upload any remaining data elements from ESL & ABE student databases.		
		Task Name: MIS Elements - Communication **Task Description:** Implement communication of required MIS elements including means of collection specific to all programs.		
		Task Name: Noncredit "grade" recording in Banner **Task Description:** With IT, develop bolt-on functionality to input noncredit grades into Banner through the portal.	06/21/2010 - Functionality for grade reporting in Banner completed. Input of grades began Summer 09. Faculty training and compliance increased throughout 09-10 academic year. De-bugging and proper coding continued through 09-10 academic year. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/21/2010 - Faculty training and communication must continue through 10-11 academic year to continue culture shift and buy-in of credit faculty teaching dual-listed noncredit voc courses.
		Task Name: Positive Attendance **Task Description:** Work with IT to finalize bolt-ons for lecture and badge-read noncredit positive attendance collection and reporting. Get training on admin functionality. Train lab workers.	06/21/2010 - All positive attendance tasks completed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/21/2010 - Improvement of functionality and training of new staff will continue as ongoing functions of the division.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Continuing Education Division Office - Increase Noncredit S-TV Certificates - By 2012, increase Short-Term Vocational certificates awarded by 100% over 2007-08 awards. **Staffing Resources Required:** Counseling/Advising resources **Other Resources Required:** I.T. and A&R staff to facilitate import of noncredit certificate titles into Banner. CO office needs to define SP04 Co-Unique Codes for NC certificates. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Count of awarded certificates **Assessment Method Category:** Other **Criterion:** 100% increase between 07-08 and 2011-12.		
		Task Name: Donna, Paulo, Sheryl Hullings, Mary McGhee, George Bradshaw **Task Description:** Assure import of NC certificate titles and population of SP04 data element validation table upon receipt of new COMIS codes from Chancellor.		
		Task Name: Kathi Coleman **Task Description:** Assure that existing Excel spreadsheet of noncredit certificates and their related courses is kept current until IT & A/R are ready to import the data into DegreeWorks.		
		Task Name: Paulo, Donna **Task Description:** Assure our presence and representation on the Degree Works implementation team for the campus (Heidi's group).		
	Continuing Education Division Office - Banner Training & Clearances - Implement division-wide Banner training and appropriate clearances	**Assessment Method:** Faculty and staff in Continuing Education (noncredit) will have successfully used Banner	09/30/2009 - By launch of Banner, faculty and staff (with the exception of new hires) were using Banner to carry out responsibilities.	09/30/2009 - Ongoing training will be required for new hires and for skills upgrade. Needs to be part of ongoing routines.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	for faculty and staff. **Classification of Resources Requested:** Long-Term Need **Training Resources Required:** Banner - Argos **Is this a Basic Skills Initiative project?:** No	functionality appropriate to their position. **Assessment Method Category:** Other **Criterion:** 100% will have claimed accounts and used them to carry out current job responsibilities.	**Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
			12/16/2009 - By end of Fall 09, all current faculty and staff had claimed accounts, received training for their positions, received handouts, and received one-on-one coaching for problems. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	12/16/2009 - Handouts have been revised. Hot spots have been identified. New training needs have been identified for 2010 training.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Improve communication and inclusion among Continuing Education faculty, staff, students, and community members.	Continuing Education Division Office - Communication - Improve communication, cohesiveness & inclusion among Continuing and Community Education staff. **Classification of Resources Requested:** Maintenance Need **Staffing Resources Required:** WASC coordinator **Training Resources Required:** Luminus **Other Resources Required:** Survey Monkey or equivalent site license	**Assessment Method:** A survey of Community and Continuing Education staff (those working in the division office location) will be conducted. **Assessment Method Category:** Survey **Criterion:** 80% of staff will report improvement in division office cohesion, communication, and inclusion of all work groups compared to the prior year.	08/01/2011 - A survey of all division staff was completed in Spring 2011. Of all division classified staff, 82.5% agreed that communication has improved in the past two years. Of the division office staff, 89% agreed with the statement. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Conducted by Survey Monkey.	08/01/2011 - Although the overall outcome was excellent, there is a need to analyze responses to more detailed questions included in the staff survey as well as the 2011-12 Self Study Document.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Is this a Basic Skills Initiative project?: No			
		Task Name: Faculty/Staff Handbook **Task Description:** Distribute an updated Faculty/Staff Handbook division-wide and post it on the division home page by June 2009, with ongoing updates posted on the website.		
		Task Name: Focus group planning **Task Description:** With division office staff, brainstorm and select strategies to increase staff participation in communication processes.		
		Task Name: Staff Meetings **Task Description:** Establish monthly division office staff meetings.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Facilitate ongoing development and improvement of noncredit vocational instructional programs.	Continuing Education Division Office - Voc Credit-Noncredit Connection - Faculty from credit divisions teaching dual-listed courses will improve in applying the course expectations to their enrolled noncredit students. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** Support staff for surveys, correspondence and tracking.	**Assessment Method:** A survey will be conducted of all faculty teaching dual-listed business courses during the semester. **Assessment Method Category:** Survey **Criterion:** Seventy percent of faculty surveyed will identify appropriate applications of their course syllabus to their noncredit students.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Training Resources Required: Banner - Argos **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** A survey will be conducted in Spring 2011 to gauge credit dual-listed voc instructors' familiarity with Continuing Education student learning goals. **Assessment Method Category:** Survey **Criterion:** 70% of instructors will agree with the statement: I am familiar with Continuing Education Student Learning Goals.	08/11/2011 - 30% of the professors answered "Very Familiar" and 50% answered "Somewhat Familiar," and 20% answered "Not Familiar." **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	11/09/2011 - Though 80% are familiar or somewhat familiar with CED student learning goals, there remains a need for improved communication on student learning outcomes for dual-listed credit/noncredit courses. 08/11/2011 - Although 80% of the professors indicated they were at least somewhat familar with Continuing Education student learning goals, improvement is needed. The division dean will develop a system for 2011-12 that will ensure regular participation by the CED vocational professor or an administrator in the departments of the credit vocational programs which offer dual-listed classes.
	Continuing Education Division Office - S-T Vocational Student Support - Strengthen outreach, counseling, and other support services for noncredit short-term vocational students. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** Counseling and Ed Advising Staff **Other Resources Required:**	**Assessment Method:** Survey of noncredit vocational students. **Assessment Method Category:** Survey **Criterion:** 70% of students will report satisfaction with services	08/11/2011 - Because nc vocational students are widely dispersed by programs, two online surveys were sent. One was specific to current or past health occupations students from 2010-11; the other was to Spring vocational students in dual-listed and stand-alone noncredit vocational classes. "I am aware of Continuing Education counseling and advising services" - 90% of health and 77% of vocational	08/11/2011 - Program teams for health and other vocational programs will continue to meet and evaluate effectiveness of services. One educational advisor (50%) with experience in noncredit vocational programs will be transferred to Student Services (9B) from her location in ABE; this should provide broader access to all students who may be interested in noncredit vocational programs.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Research support for focus group process. **Is this a Basic Skills Initiative project?:** No		students agreed. "I am aware of how to access CE counseling and advising services" - 80% of health and 75% of vocational students agreed. "Counselors & advisors are available, helpful, & supportive." - 85% of health and 68% of vocational students agreed; another 28% of voc students were uncertain (had not used these services), and only 4% disagreed. "I am satisfied with the types of counseling and advising services available" - 90% of health and 59% of vocational students agreed; another 38% of voc were uncertain; only 3% disagreed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
	Continuing Education Division Office - Voc Outcomes Reporting - Effectively report outcomes for noncredit students enrolled in dual-listed VOC courses. **Training Resources Required:** Banner portal training for faculty and staff **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Faculty will input P - pass or N - no pass grades for their noncredit students using the Banner/Mt. SAC portal. **Assessment Method Category:** Other **Criterion:** 100% will complete the grade reporting process.	03/30/2010 - At the end of Fall 2009, approximately 25% of faculty did not report grades using the portal. By the end of Winter 2010, 100% of faculty reported their Fall grades (for input through A&R) and used the portal for their Winter grades. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	11/09/2011 - Faculty participation in reporting of noncredit grades has been established. There remains a need for communication and collaboration with credit vocational faculty on student learning outcomes. 03/30/2010 - Although faculty are growing accustomed to using the portal for noncredit grade reporting, continued encouragement will be necessary to assure 100% compliance.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
				Follow-Up: 08/11/2011 - Faculty reporting of grades continued throughout 2010-11, and SP - "satisfactory progress" was added as an option for students who progressed but did not pass and would benefit from re-enrollment. Faculty reminders were increased and compliance was satisfactory overall. Reminders and training must be ongoing.
		Task Name: Faculty Communication **Task Description:** Interview key voc faculty regarding communication needs from noncredit Re-establish WASC STV Program Team Develop workable plan for ongoing communication among dual-listed STV faculty		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Facilitate development and improvement of noncredit ABE, ESL, and other basic skills instructional programs.	Continuing Education Division Office - Full-time Faculty Coordinators - CDCP Programs - Gain support and funding for full-time faculty coordinators in noncredit CDCP programs for instructional improvement, SLO assessment, improvement of ARCC-reported outcomes, and other faculty leadership responsibilities. **Staffing Resources Required:**	**Assessment Method:** At least one full-time faculty coordinator position for ABE and ESL. **Assessment Method Category:** Other **Criterion:** Faculty members hired.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Full-time faculty positions for ABE and ESL programs.			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Facilitate development and improvement of noncredit instructional programs for older adults and other special populations	Continuing Education Division Office - Full-time Faculty Coordinators - Noncredit (not CDCP) Programs - Gain support and funding for full-time faculty coordinators in regular noncredit (not CDCP) programs for instructional improvement, SLO assessment, and other faculty leadership responsibilities. **Classification of Resources Requested:** Long-Term Need	**Assessment Method:** At least one full-time faculty coordinator position for Older Adult Programs. **Assessment Method Category:** Other **Criterion:** Faculty members hired.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Secure and maintain funding to support and supplement instructional and student service programs for noncredit students including special populations. (WIA Title II, other grant and categorical funding).				

Mt. SAC Mission Statement: The Mission of the College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BS ABE01 - Career Info and Guidance - Educational plan - GED/Adult high school students will develop an educational plan. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/05/2009 **Course Outcome Status:** Actively Assessing **Equipment Resources Required:** Database system, upgrades to internal database and enhancements to Banner **Staffing Resources Required:** data entry **Training Resources Required:** training on banner, database system	**Assessment Method:** During their first semester of enrollment, GED students will meet with the instructor, and Adult Diploma students will meet with counselors. Faculty will provide students with appropriate calendars and planning tools to develop an educational plan. GED students and Adult Diploma students will be reported separately. **Assessment Method Category:** Other **Criterion:** 50% of students who complete orientation will complete an educational plan with a faculty member using a form provided by the counselor.	08/20/2011 - 43% of Adult Diploma students and 39% of GED students who attended an orienation completed a PCC/GRAduation Contract or IEP. This means that the majority of students were not following through with the process to begin class. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	09/23/2011 - Past interventions, which included an educational advisor calling students after 3 weeks of orientation improved the number of students completing an educational plan. Therefore, the educational advisor shoudl resume this activity and follow-up. In addition, an exmination of the orientation process is suggested. Finally, although interventions can be made to increase these results, barriers faced due to life issues are common for adult secondary students. ABE faculty have determined that this SLO should be assessed again in 2011-12. In order to improve outcomes, ABE faculty believe that in addition to examining orientaiton materials and delivery methods, they should only register students who complete their assessment. In addition, students who come in the evening, when staffing is low may not be able to access an instructor. Therefore, a process is needed that ensures all students have access to staff who can give and review their IEP.

Adult Basic Education - BS ABE01 - Career

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Info and Guidance - Matriculation process - ABE students who attend orientation will be able to describe the matriculation process. (Created By Adult Basic Education) **SLO/GEO Start Date:** 11/15/2010 **Intended Date to Complete 'Use of Results':** 06/30/2011 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** After attending orientation, a sample of GED/AD students will be given a short questionnaire to gauge level of comprehension on the non-credit matriculation process. Counseling faculty will create this questionnaire in Spring 2009. **Criterion:** 70 % of students sampled will answer 70% of the questions correctly regarding the matriculation process.	08/20/2011 - Of the 246 students who attended the Adult Diploma and GEd orientations, 194 students were able to name 4-5 of the 5 steps to matriculation into the programs. Although the criteria was met, once the data was disaggregated among the two programs, the following summary demonstrates theat there was a difference in awareness of the matriculation steps between the students attending the GED orientations and those attending the AD orientations. AD: 205 students who attended the AD orientation took the survey. Of these 173 (84%) were able to name 4-5 of the 5 steps to matriculation into the AD program. GED: 41 students who attended the GED orientations took the survey. Of these 21 (51%) were able to name 4-5 of the 5 steps to matriculation into the GED program. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	09/23/2011 - It is evident by the results that the AD students are gaining the information needed to understand the steps to matriculation. GED student data did not reflect the same result. Therefore, an examination of the GED orientation and delivery should be conducted. **Follow-Up:** 09/23/2011 - This SLO will be repeated. There will be some adjustment to the wording of the SLO. This assessment will be measuring that 70% of students attending the orientation will be able to name the next 3 steps to complete enrollment. A questionaire will be created to assess this. In addition, the materials will include a flowchart of steps to enrolling.
Adult Basic Education - BS ABE02 - Adult Basic Education - Writing - ABE students taking working on essays will be able to compose a 1 1/2 page, 5 paragraph essay that includes an introduction, body, and conclusion. (Created By Adult Basic Education) **SLO/GEO Start Date:** 09/06/2011 **Intended Date to Complete 'Use of Results':** 05/25/2012 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Student samples will be collected and graded by faculty and lab staff. **Criterion:** 75% of Writing students will be able to obtain an overall score of 2 or better on an essay . The student responses will be graded by two instructors based on the rubric. The rubric measures response to the prompt, organization, development and details, conventions of Edited American English, and word choice.	05/20/2010 - 155 students submitted an initial essay. Of those, 33 had a score of 2 or higher on the first attempt. 22 students wrote a second essay and all but 8 received a 2 or higher (64%). On the third attempt, 7 of the 8 received a 2 or higher (95%). **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/30/2010 - Based on the results, we should compare only students who have post tested after instruction. Data collection demonstrates that students who consistently work on improving scores under the instruction of a teacher do improve. Two things have been identified: 1) Tracking of those who have taken

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Classification of Resources Requested: Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** writing software **Staffing Resources Required:** Full-time noncredit faculty, non-teaching faculty pay, writing tutors			the official GED Writing and passed the essay needs to be included. 2) Improve follow up with students to ensure they write a second essay.
Adult Basic Education - BS ABE02 - Adult Basic Education - Math-Order of Operations - Students will be able to demonstrate the use of Order of Operations by following the steps accordingly: (a) Parenthesis- Do the operations within the parenthesis first; (b) Exponents- Do the operations indicated by exponents next; (c) Multiply or Divide- Use the left or right rule to perform; (d) Add and Subtract- do addition or subtraction where needed using the left to right rule. (Created By Adult Basic Education)	**Assessment Method:** Student samples will be collected and graded by faculty and lab staff. **Criterion:** 65% of GED Math students will be able to score a 70% of better on page 79 of the Pre-Algebra book (1.6) by using the order of operations (PEMDAS) technique. The student responses will be graded by at least one GED Math instructor.	05/20/2010 - 100% of those tested or eight students (of 8) actually received a score of 75% or better on PEMDAS. (1 at 76% 4 at 88% 1 at 94% 2 at 100%) **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/30/2010 - Expectations have been met. Given the transitory student population, very few students receive pretesting at the beginning of the semester and post-testing at the end.
Course Outcome Status: Not Actively Assessing **Classification of Resources Requested:** None			
Adult Basic Education - BS ABE02 - Adult Basic Education - Essay - Students will write a 5-paragraph GED essay. (Created By Adult Basic Education) **Assessment Cycles:** SLO **SLO/GEO Start Date:** 01/03/2011 **Intended Date to Complete 'Use of Results':** 07/18/2011 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need	**Assessment Method:** The student responses will be graded by two instructors based on the rubric. The rubric measures response to the prompt, organization, development and details, conventions of Edited American English, and word choice. **Assessment Method Category:** Other **Criterion:** 75% of writing students will be able to obtain an overall scored of 2 or better on an essay.	07/18/2011 - 10% of GED students scored a 3 or better on the GED essay with more than half of the students scoring 1.5. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	07/18/2011 - The rubric used to evaluate student essays needs to be assessed. There may be some inconsistencies in grading the essays. Instructors will meet during the Fall semester to discuss standards of grading and make necessary changes to the rubric. This SLO will be repeated. **Follow-Up:** 10/20/2011 - The criterion was changed from an overall score of 3 or better to an overall score of

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Is this SLO also a GEO?: No **Staffing Resources Required:** Full-time non-credit faculty			**Follow-Up:** 2 or better. This is because most students can gain enough knowledge to earn a score of 2. This score is enough to pass the GED exam. Additionally, the instructors have indicated that they will need to re-examine the GED essay rubric and ensure they're all grading consistently according to the rubric. This assessment will be repeated in tandem with the new GED courses in 2011-12.
Adult Basic Education - BS ABE02 - Adult Basic Education - Number properties - Students will apply basic number properties to pre-algebra, algebra, and basic geometric problems. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/03/2011 **Intended Date to Complete 'Use of Results':** 07/18/2011 **Course Outcome Status:** Not Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** computers, basic skills software licenses (PLATO) **Staffing Resources Required:** non-teaching hours, full-time faculty	**Assessment Method:** ABE students will be given a 5 problem quiz upon completion of each concept. The set of questions will be administered and evaluated by GED Math instructors. Student samples will be collected in Spring 2011 by faculty and lab staff. They will be graded in June 2011 by faculty. The results will be summarized and evaluated by faculty in June 2011. **Assessment Method Category:** Standardized Test **Criterion:** Students will score 70% or better on any of the 5 quizzes.	07/18/2011 - 79% of students passed the math quiz with a score of 80% or better. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/18/2011 - This is the first year using a quiz in the math classes as an assessment tool. Overall, students understand each math concept and demonstrate mastery on the quizzes. This SLO needs to be assessed in the coming year and additional quizzes will be created to assess all math concepts taught by the instructors. **Follow-Up:** 10/20/2011 - ABE faculty have determined that new quizzes with added rigor were needed. Thus, the faculty created these quizzes in Summer 2011. This will not be reassessed during the 2011-12 school year.

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Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BS ABE03 - Adult Basic Education - Team implementation plan - Students enrolled in a leadership course will be able to complete a team implementation plan. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will work with as a team to create the plan. They will create a team charter, team goals, and a team mission statement based on the principles of teamwork, motivation, and leadership as presented in the course. **Assessment Method Category:** Other **Criterion:** The class will score 3 of 5 (group score) on each of the three areas (creating a team charter, mission statement and team goals) on a faculty developed rubric.		
Adult Basic Education - BS ABE03 - Adult Basic Education - Leadership style - Students enrolled in the leadership course will be able identify and describe their own personal leadership style(s), strengths, and weaknesses. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will write an essay describing their personal leadership styles, including their strengths, and weakness. **Assessment Method Category:** Other **Criterion:** 80% of all students will score at least 4 points out of 5 on the leadership essay based on a rubric developed by faculty during the _____semester. The scoring will be done by at least a minimum of two instructors.		
Adult Basic Education - BS ABE04 - Guidance and Orientation - Educational plan - GED/Adult high school students will develop an educational plan (Created By Adult Basic Education) **SLO/GEO Start Date:** 11/15/2010 **Intended Date to Complete 'Use of Results':** 06/30/2011 **Course Outcome Status:**	**Assessment Method:** Counselors will collect data on new AD/GED students directly after orientations to determine if the student followed through with their educational plans. **Assessment Method Category:** Other **Criterion:** 70% of all new students will develop an educational plan (IEP, Grad Contract, Preliminary Credit Check).	07/18/2011 - 43% of new Adult Diploma students and 35% of new GED students completed an educational plan. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	07/28/2011 - Recent data (July 2010 ? May 2011) obtained by student survey indicate that of the 576 students that attended the Adult High School Diploma Orientation, a Preliminary Credit Check (PCC) could be developed for 43% of those students. A PCC can only be created if the student provides us with some transcript.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Staffing Resources Required:** full-time ABE counselor			Students are advised to bring a copy of their most recent transcript with them to the orientation. All students however, complete a transcript request form during the orientation which we fax directly to named schools. There are a variety of situations that could explain why more transcripts are not received. -Student does not bring in most recent transcript to orientation -Student perhaps attended schools/districts that now requires fees to obtain transcripts -Student completes transcript request form, but we never receive a transcript -Transiency and life barriers for some students -Student has out of country transcripts that could be costly to translate Recommendations: -Require student to bring in copy of most recent transcript to orientation -Notify students within a designated period of time that we have not yet received any transcripts and determine whether or not student is still interested in moving forward through program. GED Students: It is evident that the GED students are especially transient. More focused efforts need to be made to assist these students in following through with the noncredit matriculation plan. This would includes a timely and systematic follow-up of those attending

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			orientations. ABE staff needs to call the students after two weeks to offer support in completing the matriculation process and beginning their program. **Follow-Up:** 10/21/2011 - ABE Lab instructors believe that the low rates of students completing educational plans may be due to a number of factors. These include allowing students to register before completing an IEP and the lack of evening staff to review these with eve GED students. Thus, because of the low rate of students completing educational plans, the GED lab has instituted the following process in order to improve the rates of GED students completing educational plans: 1. Students will not be allowed to register until they complete an Individual Education Plan with an instructor. 2. Once per week, all GED students signing in will have files pulled to check on status of signed and unsigned IEPs. 3. An evening instructor has been identified to review the IEP with the student. A copy of the IEP will be left for a morning or afternoon instructor, who will call the student and follow-up with the student (educational needs, progress, etc.).

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BS ABE04 - Guidance and Orientation - Matriculation process - ABE students who attend orientation will be able to describe the matriculation process. (Created By Adult **SLO/GEO Start Date:** 11/15/2010 **Intended Date to Complete 'Use of Results':** 06/30/2011 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Students will be given a survey at the end of orientation listing the steps to matriculation. The data will be collected at the end of May and tabulated. **Assessment Method Category:** Survey **Criterion:** 75% of students attending orientation will be able to list 4 of 5 steps of the noncredit matriculation process.	07/19/2011 - Of the 246 students who attended the Adult Diploma and GED orientation, 194 students or 79% of students were able to name 4-5 of the 5 steps to matriculation into the programs. Although the criteria was met, once the data was disaggregated among the two programs, the following summary demonstrates that there was a difference in awareness of the matriculation steps between the students attending the GED orientations and those attending the Adult Diploma orientations. AD: 205 students who attended the Adult Diploma orientation took the survey. Of these 173 (84%) were able to name 4-5 of the 5 steps to matriculation into the diploma program. GED: 41 students who attended the GED orientation took the survey. Of these, 21 (51%) were able to name 4-5 of the 5 steps to matriculation into the GED program. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Although the criteria was met, once the data was disaggregated among the two programs, the following summary demonstrates that there was a difference in awareness of the matriculation steps between the students attending the GED orientations and those attending the Adult Diploma orientations. AD: 205 students who attended the Adult Diploma orientation took the survey. Of these 173 (84%) were able to name 4-5 of the 5 steps to matriculation into the diploma program. GED: 41 students who attended the GED orientation took the survey. Of these, 21 (51%) were able to name 4-5 of the 5 steps to matriculation into the GED program. Past interventions which included an educational advisor follow-up (by telephone) improved the number of students completing an educational plan. Therefore, it may be needed for advisors to return to this intervention. Also, an examination of the orientation process is also suggested. Finally, although interventions can be done to increase these results, the challenge to students' life issues is common for Adult Secondary students. **Follow-Up:** 10/21/2011 - The AD counselors will not be assessing this SLO

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			Follow-Up: again since they are satisfied that students understand the steps to enroll in the AD program. However, based on the results for GED students, the ABE faculty will re-assess this SLO in the 2011-12 school year. 07/28/2011 - This data infers that most of the students understood the noncredit matriculation process and that the criterion was met. Furthermore, those attending the Adult Diploma orientation clearly demonstrated that they knew the steps needed to complete the enrollment process as 84% were able to name 4 or 5 matriculation steps. However, many attending the GED orientation did not demonstrate that they were as informed of the steps (49%). This means that almost half left the orientation without knowing the steps to completing the noncredit matriculation process. Some suggestions are: 1.Evaluate the orientation materials for GED to determine if there is ample and clear documentation of the matriculation steps. 2.Evaluate the presentation order and delivery to ensure that different learning styles are addressed. 3.Consider different presentation styles, i.e, mixture of PPT, lecture, grouping.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Assessment Method: As a means to reassess this SLO, ABE faculty will conduct an evaluation of the GED orientation materials and delivery. They will create a questionnaire that propective students who attend GED orientations will complete. In addition, the faculty has determined that it is important for students to be able to demonstrate knowledge of 3 main steps to enrolling into the GED program. **Assessment Method Category:** Other **Criterion:** 70% of students attending GED orientations will be able to name the next three steps to complete enrollment into the GED program.		
Adult Basic Education - BS ABE05 - Career Development - Interview strategies - Students will be able demonstrate that they have learned appropriate interview strategies. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing **Training Resources Required:** Instructor training	**Assessment Method:** Students will participate in a mock interview, conduct a self-evaluation and receive feedback from their peers and instructor. 1. Students will evaluate themselves on a scale of 1-5 using an interview rating sheet (developed by faculty) listing important interview skills including: appropriate interview attire, body language, tone of voice, communication skills, rapport, knowledge of the job and company, attitude, and follow-up questions. 2. The students? peers and instructors will provide supportive feedback. **Criterion:** 60% of students will rate themselves at least ?4? of ?5? overall on the self-rating scale for interview techniques.		
Adult Basic Education - BS ABE05 - Career Development - Resume - Students will construct a professional resume. (Created	**Assessment Method:** Students will create a professional resume		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** computers, textbooks **Training Resources Required:** Instructor training	using a checklist. The checklist will include all important elements of a resume including job objectives, summary of qualifications, education, experience, skills, exemplary personal qualities, honors/awards, and references. **Criterion:** 70% of students will develop a professional resume including all essential elements and will obtain a score of at least ?3? of ?5? on a faculty developed rubric The rubric will consider presentation, clarity, readability, creativity, and identification of unique qualities.		
Adult Basic Education - BS GEDMA - GED Preparation - Mathematics - GED post-testing - GED Prep students will improve their GED Math post test scores. (Created By Adult Basic Education) **Assessment Cycles:** SLO **SLO/GEO Start Date:** 09/05/2011 **Intended Date to Complete 'Use of Results':** 05/27/2012 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** GED Software licenses, computers **Staffing Resources Required:** full time noncredit faculty, non-teaching faculty, tutors	**Assessment Method:** After taking a GED math pretest, students will work on prescribed coursework as determined by instructors and based on diagnostic scores. Post-tests will be administered at the time agreed upon by the instructor and students. **Assessment Method Category:** Standardized Test **Criterion:** 70% of students will gain at least 30 points from their math pre-test score.		
Adult Basic Education - BS GEDMA - GED Preparation - Mathematics - Number Properties - GED students will apply basic number properties to pre-algebra, algebra,	**Assessment Method:** ABE students will be given quizzes upon completion of each concept. The set of		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
and basic geometric problems. (Created By Adult Basic Education) **Assessment Cycles:** SLO **SLO/GEO Start Date:** 09/05/2011 **Intended Date to Complete 'Use of Results':** 05/25/2012 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** GED software and site licenses, computers **Staffing Resources Required:** noncredit full-time faculty, non-teaching hours, tutors	questions will be admnistered and evaluated by GED instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** Students will score 70% or better on any of the 5 quizzes.		
Adult Basic Education - BS GEDRD - GED Prep - Language Arts, Reading - GED post-test - GED reading students will gain points on the Language Arts, Reading post-test. (Created By Adult Basic Education) **Assessment Cycles:** SLO **SLO/GEO Start Date:** 09/06/2011 **Intended Date to Complete 'Use of Results':** 05/27/2012 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** GED software and site licenses, computers **Staffing Resources Required:** nonteaching faculty hours, full time	**Assessment Method:** After taking a GED reading pretest, students will work on presecribed coursework as determined by instructors and based on diagnostic scores. Post-tests will be administered at the time agreed upon by the instructor and students. **Assessment Method Category:** Standardized Test **Criterion:** 70% of students will gain at least 30 points from their reading pre-test score.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
noncredit faculty, tutors			
Adult Basic Education - BS GEDSC - GED Preparation - Science - Science post-test - GED science students will gain points on the science post-test. (Created By Adult Basic Education) **Assessment Cycles:** SLO **SLO/GEO Start Date:** 09/06/2011 **Intended Date to Complete 'Use of Results':** 05/25/2012 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** GED software and site licenses, computers **Staffing Resources Required:** tutors, nonteaching faculty, noncredit faculty	**Assessment Method:** After taking a GED science pretest, students will work on presecribed coursework as determined by instructors and based on diagnostic scores. Post-tests will be administered at the time agreed upon by the instructor and students. **Assessment Method Category:** Standardized Test **Criterion:** 70% of students will gain at least 30 points from their science pre-test score.		
Adult Basic Education - BS GEDSS - GED Preparation - Social Studies - Social Science post-test - GED social science students will gain points on their Social Science post-test. (Created By Adult Basic Education) **Assessment Cycles:** SLO **SLO/GEO Start Date:** 09/06/2011 **Intended Date to Complete 'Use of Results':** 05/25/2012 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need	**Assessment Method:** After taking a GED science pretest, students will work on presecribed coursework as determined by instructors and based on diagnostic scores. Post-tests will be administered at the time agreed upon by the instructor and students. **Assessment Method Category:** Standardized Test **Criterion:** 70% of students will gain at least 30 points from their science pre-test score.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Is this SLO also a GEO?: No **Equipment Resources Required:** GED software and site licenses, computers **Staffing Resources Required:** nonteaching hours, noncredit full-time faculty, tutors			
Adult Basic Education - BS GEDWR - GED Preparation - Language Arts, Writing - GED post test - GED writing students will improve their scores on their Language Arts, Writing post-test. (Created By Adult Basic Education) **SLO/GEO Start Date:** 09/06/2011 **Intended Date to Complete 'Use of Results':** 05/25/2012 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** computer software and site licenses, computers **Staffing Resources Required:** noncredit full time faculty	**Assessment Method:** After taking a GED writing pretest, students will work on presecribed coursework as determined by instructors and based on diagnostic scores. Post-tests will be administered at the time agreed upon by the instructor and students. **Assessment Method Category:** Standardized Test **Criterion:** 70% of students will gain at least 30 points from their writing pre-test score.		
Adult Basic Education - BS GEDWR - GED Preparation - Language Arts, Writing - GED essay - Students will write a 5-paragraph GED essay. (Created By Adult Basic Education) **Assessment Cycles:** SLO **SLO/GEO Start Date:** 09/06/2011 **Intended Date to Complete 'Use of Results':**	**Assessment Method:** Students will write essays and they will be graded by two instructors based on the rubric. The rubric measures students' response to a writing prompt, organization, development, and details, conventions of English and word choice. **Assessment Method Category:** Other **Criterion:** 75% of writing studetns will be able to obtain an overall score of 2 or better on an		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
05/25/2012 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** GED software and site licenses, computers **Staffing Resources Required:** nonteaching faculty, full-time faculty, tutors	essay.		
Adult Basic Education - BS LRN01 - Short Term Review - Essay Writing - English students will effectively compose an essay based on the California State Standards. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/22/2009 **Intended Date to Complete 'Use of Results':** 08/11/2009 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** English instructors will grade an essay from all students using a rubric based in the California State writing standards. **Assessment Method Category:** Other **Criterion:** 80% os students will earn a pass on a faculty created rubric for writing an essay.	08/18/2009 - a. 54% of writing samples of English 2 and English 3 pass the high school rubric for writing strategies. The average score being 77%. 46% of students score a rating of "strong" or "effective" on each section. b. 62% of writing samples of English 2 and English 3 pass the high school rubric for writing applications. The average score being 83%. 54% of students score a rating of "strong" or "effective" on each section. c. 54% of writing samples of English 2 and English 3 pass the high school rubric for writing conventions. The average score being 81%. 46% of students score a rating of "strong" or "effective" on each section. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed **notes:** Based on the results instructors will give students a writing checklist along with the rubric so that the students can better interpret the strategic and conventional expectations of the paper and be able to implement them.	08/25/2009 - Based on the results instructors will give students a writing checklist along with the rubric so that the students can better interpret the strategic and conventional expectations of the paper and be able to implement them. The instructor also recommends adding a writing conventions section to the syllabus. ———————————————

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Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		The instructor also recommends adding a writing conventions section to the syllabus.	
Adult Basic Education - BS LRN01 - Short Term Review - Signed numbers - Students will be able to determine whether a problem on integers results in a negative or positive sign. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/22/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Each student will complete Module 1 worksheet: Integer operations problems 1 through 10 on Module 1 worksheet will be graded by the instructor. **Assessment Method Category:** Other **Criterion:** 70% of the students will score at least 70% or higher on Module 1 worksheet.		
Adult Basic Education - BS LRN06 - Personal Computer Applications - Microsoft Word - Students will demonstrate skills in WORD that will benefit personal, career, and college advancement. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/03/2011 **Intended Date to Complete 'Use of Results':** 07/18/2011 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** computers, software updates and computer manuals, books **Staffing Resources Required:** nonteaching faculty hours, full-time faculty	**Assessment Method:** Student samples will be collected by faculty and lab staff. **Criterion:** (a) 90% of Personal Computer Applications students will be able to score at least a "2" out of "3" overall on test #1 according to the rubric. Students have up to 3 attempts to complete this task.	05/20/2010 - Nine students (of 14) successfully produced a business letter that met all of the criteria on the rubric on the first attempt. Five students struggled predominately with typos and mechanics (margins, spacing, and formatting). Those five students satisfied all of the criteria on the second attempt. Students who have attended classes have done better than those who haven?t. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/30/2010 - Although students met all the criteria, the largest area for improvement was related to typos and mechanics (margins, spacing, and formatting). Students will meet with instructor before first test to discuss what is expected.
	Assessment Method: Students will complete a business letter and be assessed for content, accuracy, and	07/18/2011 - 44% of students earned a pass on the business letter skills demonstration. **Summary of Data Type:**	07/18/2011 - Instructors will periodically examine rubrics used to grade WORD document and

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	quality on a faculty created rubric. **Assessment Method Category:** Other **Criterion:** 70% of students will earn a pass on a faculty created rubric within two (2) attempts.	Criterion Not Met **Summary of Data Status:** Open	determine areas of growth for the students. Instructors will adjust future teaching to address these areas. **Follow-Up:** 08/20/2011 - The number of attempts students need before passing is 2 attempts, therefore this will be changed on the criterion. Additionally, new tests will be created with WORD 2010 software that clarifies some of the directions students may have needed written more clearly. Also, students can demonstrate WORD proficiency using a different document. Thus, in the next assessment cycle, students will create a memo instead of a business letter.
	Assessment Method: Students will create a memo and be assessed for content, accuracy, and quality based on a faculty created rubric. **Assessment Method Category:** Other **Criterion:** 70% of students will earn a pass on a faculty created rubric within (2) two attempts.		
Adult Basic Education - BS LRN06 - Personal Computer Applications - Microsoft Excel - Students will demonstrate skills in MS EXCEL that will benefit personal, career, and college advancement. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/05/2009 **Intended Date to Complete 'Use of**	**Assessment Method:** Student samples will be collected by faculty and lab staff. **Criterion:** (a) 90% of Personal Computer Applications students will be able to score at least a "2" out of "3" overall on test #5 according to the rubric. Students have up to 3 attempts to complete this task.	05/20/2010 - Six students (of 9) successfully produced a chart that met all of the criteria on the rubric on the first attempt. Three students struggled predominately with formulas and margins. Two of those students passed on the second attempt, and one student passed on the third	06/30/2010 - Although students met all the criteria, the largest area for improvement was related to using formulas correctly. Students will meet with instructor before first test to discuss what is expected.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Results': 07/18/2011 **Course Outcome Status:** Not Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** computers, software, computer books **Staffing Resources Required:** nonteaching faculty hours, full-time faculty		attempt. Students who have attended classes have done better than those who haven?t. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
	Assessment Method: Students will create a worksheet and a column chart and be assessed for content, accuracy, and quality on a faculty created rubric. **Assessment Method Category:** Other **Criterion:** 70% of students will earn a pass on a production test based on faculty created rubric. Students will be allowed two (2) attempts.	07/18/2011 - 77% of students earned a pass on the demonstration of skills for the EXCEL worksheet. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/18/2011 - Most students are able to successfully create a worksheet and column chart in EXCEL. Students would also benefit from reviewing the rubric used to grade the assignment and get further instruction on areas of weakness. **Follow-Up:** 09/23/2011 - Although the criterion was met, ABE faculty will reassess this and reduce the number of attempts to pass to two (2). Additionally, new tests using EXCEL 2010 will be created. Instructors also plan on assessing a different skill such as pivot tables in the next cycle. This will not be reassses during 2011-12
Adult Basic Education - BSHS ALG1 - High School Algebra 1 - Final exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Intended Date to Complete 'Use of Results':** 01/21/2011	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/17/2010 - 55.3% of students scored at least basic on the final exam. Although the criterion was not met, these are fair results considering that Algebra 1 has many standards and summer school is an extremely short period of time. The following is the full breakdown of grades earned by students in Algebra 1 for the course midterm and final exam.	01/21/2011 - Not all standards are covered during summer school in the great deal that they normally are, so teachers need to make sure that the final exam is written emphasizing the standards and SLOs that are covered in detail during this time period. It is also

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** hourly clerical support, faculty non-teaching funding, full-time faculty coordinator for curriculum **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons, instructional materials		496 students or 44% scored below 70% 245 students or 21.9% scored between 70-79% 207 students or 18.4% scored between 80-89% 167 students or 15% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	important to find out what the ?big? topics are for the CST and for the students next math course and make sure that these topics are focused on both during the class and the final exam. ─────────────────
Adult Basic Education - BSHS ALG1 - High School Algebra 1 - HS Algebra 1- Word Problems - Students will solve word problems dealing with practical applications and real world solutions (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Student will complete assignment #2 with questions numbered 33-39 given in the Algebra Course. The student responses will be graded by two instructors against an instructor developed rubric. The set of questions will be administered and evaluated by Algebra instructors. **Criterion:** 70% of the students will pass each section of the rubric with a 70% or better.		
Adult Basic Education - BSHS ALG1 - High School Algebra 1 - Solving Equations - Students will solve equations by factoring and simplifying. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 12/14/2009 **Course Outcome Status:**	**Assessment Method:** Each student will complete chapter 3 section 3 numbers 35 to 53 (odd problems only). The students' responses will be graded by a math instructor as either correct or incorrect.	12/14/2009 - 60% of students achieved a score of 70% or better on the assigned questions **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/05/2010 - On almost all of the problems, the questions the students answered wrong were those that they did not show their work. Additional reminders to show work will be given by the instructors/tutors and added into the assignment handout.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** Faculty training	**Criterion:** 70% of the students will achieve a score of 70% or better on the assigned questions.		
Adult Basic Education - BSHS ALG1 - High School Algebra 1 - Graphing and equalities - Student will be able to graph and compute the x and y intercepts. Define the region of the linear inequality. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student cannot compute the x and y intercepts but may demonstrate some of steps to finding the x and y intercepts. Student cannot define the region of the linear inequality (i,e, shades the correct region) BASIC: Student can compute the x and y intercepts and plot them, but cannot identify the region defined by the inequality (i,e, shades the correct region) PROFICIENT: Student can compute the x and y intercepts and can define the region of the linear inequality (i,e, shades the correct region) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	07/28/2011 - 85% of students were able to compute the x and y intercepts and plot them. 77% of students were also able to define the region of the linear equation. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 09/27/2010 - 62.1% of students scored at least basic on graphing and computing the x and y intercepts and defining the region of the linear inequality. Of these 38% scored proficient and therefore the criterion was not met. Almost all the students attempted the problem and only 31.9% scored below basic. The criterion was not met. The following is the full breakdown of grades earned by students in Algebra 1 for the second SLO: 205 students or 31.9% scored below 70% 155 students or 24.1% scored between 70-79% 244 students or 38% scored between 80-89% 38 students or 5.9% were not rated **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	07/28/2011 - Students demonstrated mastery of this concept in a class assignment. Exams will be changed to include graphing concepts and the SLO will be examined using these formal assessments in addition to the class work. 01/21/2011 - Teachers can do group graphing activities to ensure that students understand this SLO and also give daily warm-ups covering this topic. Students will need to memorize the procedure to find an x and y intercept.
Adult Basic Education - BSHS ALG1 - High School Algebra 1 - Multiply and divide polynomials - Multiply and divide	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written	07/28/2011 - 67% of students scored below basic on these concepts. **Summary of Data Type:**	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
polynomials (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student cannot multiply and divide polynomials in single step problems. Some attempt is made to solve the problem but student cannot arrive at a solution. (competency is below 70%) BASIC: Student can multiply and divide polynomials in single step problems. (compentency is between 70-79%) PROFICIENT: Student can multiply and divide polynomials involving multiple steps. (competency is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	Criterion Not Met **Summary of Data Status:** Open	07/28/2011 - Most Adult Diploma students need additional help in order to understand and apply mathematical concepts. The text currently being used is difficult for students. Currently, the text is being changed. Additionally, students will be given a study guide for each chapter exam and the final exam. Also, staff will use the math rubrics demonstrated during an in-service in order to help students find patterns in problem solving.
		09/27/2010 - The data shows that only 46% of students scored at least basic on this SLO and of these students 24.5% scored proficient. This number is not necessarily accurate on the students understanding of the concept as 29.9% of the students didn?t attempt this SLO. So there are 642 students in Algebra 1 but 192 didn?t attempt the SLO so actually 295 students scored at least basic out of 450 that attempted it. Therefore, 66% of students actually scored at least basic. This is closer to the criterion but it was still not met. The following is the full breakdown of grades earned by students in Algebra 1 for the third SLO: 155 students or 24.1% scored below 70% 135 students or 21% scored between 70-79% 157 students or 24.5% scored between 80-89% 3 students or 0.5% scored 90% or higher 192 students or 29.9% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:**	01/21/2011 - To ensure 75% of students score at least basic, teachers can work on more test preparation regarding this topic by reviewing the procedures of multiplying and dividing polynomials. Students can make flash cards with the steps of the procedure to multiply and divide polynomials to review daily.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Open	
Adult Basic Education - BSHS ALG1 - High School Algebra 1 - Problem solving with reciprocals, roots, fractionals - Solve problems by taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student cannot solve problems by finding the reciprocal, taking the root and raising to a fractional exponent or may be able to solve using two of the four operations (taking the opposite, finding the reciprocal, etc) (competency is below 70%) BASIC: Student is able to solve problems by taking the opposite, finding the reciprocal and taking the root. Student is unable to use the operation of raising a fractional power. (competency is between 70-79%) PROFICIENT: Student is able to solve problems by taking the opposite, taking the reciprocal, taking the root, and raising to a fractional power. (competency is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/28/2010 - To ensure 75% of students score at least basic, teachers can work on more test preparation regarding this topic by reviewing the procedures of multiplying and dividing polynomials. Students can make flash cards with the steps of the procedure to multiply and divide polynomials to review daily. The following is a full breakdown of grades earned by students in Algebra 1 for the fourth SLO: 249 students or 38.1% scored below 70% 145 students or 22.2% scored between 70-79% 181 students or 27.7% scored between 80-89% 79 students or 12.1% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/21/2011 - The topics of the SLO can be confused by students so teachers can work to have procedures more clear. In doing so, group activities can be set up to review opposites, reciprocals, taking a root and raising fractional exponents. Also, there are released CST questions that cover these topics and teachers can use these as warm-ups to help ensure students learn the SLO.
Adult Basic Education - BSHS ALG1 - High School Algebra 1 - Solve quadratic equations - Solve quadratic equations by factoring or completing the square. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student cannot solve a quadratic equation using either method or	09/28/2010 - The following is a complete breakdown of grades earned by students in Algebra 1 for the fifth course SLO. 189 students or 39.8% scored below 70% 110 students or 23.2% scored between 70-79% 129 students or 27.2% scored between 80-89% 47 students or 9.9% were not assessed **Summary of Data Type:**	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Is this SLO also a GEO?: No	may be able to solve only using the method of factoring. (competency is less than 70%) BASIC: Student can solve quadratic equations by factoring simple one-step quadratic equations or by completing the square (quadratics with coefficient of 1) PROFICIENT: Student can solve quadratic equations by the method of factoring 2 or 3 step quadratic equations or by completing the square (quadratics with coefficient other than 1) (proficient 80%+) **Assessment Method Category:** Other **Criterion:** 70% of students sill score at least Basic or above on the assessment.	Criterion Not Met **Summary of Data Status:** Open ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ 09/28/2010 - The following are the results based on the ratings from the faculty created rubric: Below basic: 189 students/39.8% Basic: 110 students/23.2% Proficient: 129 students/27.2% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS ALG2 - High School Algebra 2 - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	07/18/2011 - For Spring 2011, the data shows that 20% of the students achieved Below Basic and 80% of the students were Basic and higher. Therefore, the criterion was met. The following is a complete breakdown of grades. 2 students or 20% scored below 70% 5 students or 50% scored between 70-79% 2 students or 20% scored between 80-89% and 1 students or 10% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ 09/20/2010 - Algebra 2 had only 39.4% of students score below basic. Nearly 60% scored at least basic and of these 38.1% were proficient or advanced. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in Algebra 2 for the course	08/01/2011 - It is recommended that students complete a pre-test for each chapter before completing the actual chapter test. This pre-test will not carry the same weighted grade as the regular tests and quizzes, but will allow students to become aware of areas that they need to improve before completing the chapter test. Results of the pre-test will be shared with the students prior to them completing the chapter test and recommendations for improvement will be made. ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ 01/21/2011 - Algebra 2 contains many key topics important for students to know for their math class that they will take after. The SLOs were written based on this so its important that students have a solid knowledge of these. Also, it

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		midtern and final exam. 281 students or 39.4% scored below 70% 155 students or 21.7% scored between 70-79% 154 students or 21.6% scored between 80-89% 118 students or 16.5% scored 90% or higher 5 students or 0.7% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	would be helpful if teachers used released CST questions to help students with mastery of the Algebra 2 topics and if they should students how this might be used in the proceeding math course.
Adult Basic Education - BSHS ALG2 - High School Algebra 2 - Factoring Polynomials - Algebra 2 students will be able to factor polynomials. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/20/2009 **Intended Date to Complete 'Use of Results':** 08/03/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** faculty training	**Assessment Method:** Each student will complete chapter 4 section 5 numbers 25 to 39 (odd problems only). The students' responses will be graded by a math instructor as either correct or incorrect. **Criterion:** 70% of the students will achieve a score of 70% or better on the assigned questions.	08/03/2009 - 70% of students correctly answered questions 25-33 57% of students correctly answered question 35 61% of students correctly answered question 37 57% of students correctly answered question 39 **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed **notes:** The areas where students need more instruction and practice in order to meet the requirement that 70% of the students will be able to answer the questions correctly are: grouping, sum and difference of two cubes, and difference of two squares. In order to meet this requirement, more instructional time and practice time will be spent on these areas. Alternative methods of explanation will be used and a wider variety of examples will be used. Students will receive guided practice and those students that are struggling with the concept will receive individual assistance.	08/25/2009 - The areas where students need more instruction and practice in order to meet the requirement that 70% of the students will be able to answer the questions correctly are: grouping, sum and difference of two cubes, and difference of two squares. In order to meet this requirement, more instructional time and practice time will be spent on these areas. Alternative methods of explanation will be used and a wider variety of examples will be used. Students will receive guided practice and those students that are struggling with the concept will receive individual assistance.
Adult Basic Education - BSHS ALG2 - High School Algebra 2 - Solving quadratic equations - Algebra 2 students will solve	**Assessment Method:** Each student will complete chapter 7 section 2 numbers 7 to 17 (odd problems	06/10/2010 - 39% of the 21 students were able to correctly recognize a quadratic equation, apply the appropriate method to solve the equation,	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
quadratic equations. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/20/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** Faculty training	only). Assignments will be graded by a math instructor as either correct or incorrect. **Criterion:** 70% of the students will achieve a score of 70% or better on the assigned questions.	and apply the quadratic formula. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/10/2010 - Based on these results it appears that: -More emphasis must be given to solving quadratic equations using the different methods. -Additional exercises need to be introduced into the curriculum to provide students with extra practice. -Students require notes and examples that are more easily understood at their level of competence.
Adult Basic Education - BSHS ALG2 - High School Algebra 2 - Solve quadratic equations - Solve quadratic equations by factoring, completing the square, or quadratic formula (Created By Adult Basic **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. Below Basic: Student cannot solve quadratic equations using any method or may be able to solve by factoring. Basic: Student can solve quadratic equations by factoring simple one-step quadratic equations. Student can also solve quadratic equations by method of quadratic formula with quadratics that have coefficient of 1. Proficient: Student can solve quadratic equations by factoring 2 or 3 step quadratic equations. Student can solve quadratic equations by method of quadratic formula with quadratics that have coefficient other than 1. Students can also solve quadratic equations by the method of completing the square with coefficient of 1 for the leading term. **Assessment Method Category:**	09/27/2010 - The majority of the students have a solid understanding of solving quadratic equations by factoring, completing the square or quadratic formula as about 70% of the students scored at least basic on this SLO. Of these students 49.4% scored proficient and therefore the criterion wasn?t met. The following is a complete breakdown of the grades earned by students in Algebra 2 for the second SLO: 131 students or 29.6% scored below 70% 91 students or 20.5% scored between 70-79% 219 students or 49.4% scored between 80-89% 2 students or 0.5% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/21/2011 - This SLO is usually difficult for students as there are many steps to recall. Students usually have the most trouble with the procedure of completing the square so teachers should review these steps often through test review and re-teaching the topic. The procedure of factoring and the quadratic formula is seen more often throughout Algebra 2 so the repetition helps students remember this.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS ALG2 - High School Algebra 2 - Maxima, minima, and zero function - Determine the maxima, minima, and zeros of the function from the graph of the quadratic function. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to graph a quadratic function but cannot determine the maxima, and zeros of the function. BASIC: Student can graph a quadratic function and can determine the zeros of the function. PROFICIENT: Student can graph a quadratic function and determine the zeros, maxima and minima of the function. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	07/18/2011 - For Spring 2011, the data shows that all 23 students, 100% of the students achieved Basic and higher. Therefore, the criterion was met. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - Students are meeting the requirements of this SLO. Changes to this SLO are not recommended at this time because the results do not match the results for the cumulative course exam.Students use their textbooks and notes, and get help from the instructor and tutors when completing their class assignments, whereas, with quizzes and tests they receive no help.
		09/27/2010 - 62.6% of students scored at least basic on this SLO and of these 39.4% scored proficient. The criterion was not met and 0% of students scored advanced and only 0.2% students didn?t attempt the problem so this data is accurate. The following is a complete breakdown of the grades earned by students in Algebra 2 for the third SLO: 170 students or 37.2% scored below 70% 106 students or 23.2% scored between 70-79% 180 students or 39.4% scored between 80-89% 1 students or 0.2% was not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/21/2011 - Students often have trouble remembering the steps to determine the maxima, minima and the zeros of a graph of a quadratic function. This SLO is important for students to learn for the course that subsequent to Algebra 2, therefore more students should have a basic understanding of this topic. Teachers can break down how to find the zeros of a graph first. Once they have ensured that students understand this, then they can begin the process of how to find the maxima and minima of the graph after finding those zeros. Students should be clear that all zeros are potential maxima and minima.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS ALG2 - High School Algebra 2 - Logarithmic expressions - Simplify logarithmic numeric expressions (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to apply properties logarithms to simplify logarithmic expressions.(competency is less than 70%) BASIC: Student is able to use the properties of logarithms to simplify one step logarithmic expressions. (competency is between 70-79%) PROFICIENT: Student is able to use the properties of logarithms to simply multi-step logarithmic expressions. (competency is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	07/18/2011 - For Spring 2011, the data shows that 100% of the students achieved Basic and higher on the midterm or final exam. Therefore, the criterion was met. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - Students are meeting the requirements of this SLO. Changes to this SLO are not recommended at this time because the results do not match the results for the cumulative course exam. Students use their textbooks and notes, and get help from the instructor and tutors when completing their class assignments, whereas, with quizzes and tests they receive no help.
		09/27/2010 - In total 50.6% scored at least basic on this SLO and but of that, 30.9% of the students did score proficient. The criterion wasn?t met but 8.5% of the students didn?t attempt this SLO. The following is the complete breakdown of grades earned by students in Algebra 2 for the fourth SLO: 187 students or 40.9% scored below 70% 90 students or 19.7% scored between 70-79% 141 students or 30.9% scored between 80-89% 39 students or 8.5% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/21/2011 - Due to the short time of summer school, it is often hard for students to retain the properties of logarithms and how to use them in solving problems. The properties of logarithms need to be memorized by students as they are required for all problems involving logs. Teachers can assign students to make flash cards with the properties on them and students can review these everyday during the first 5 minutes of class. Teachers can also assign released CST questions involving properties of logarithms as warm-ups so help students review.
Adult Basic Education - BSHS ALG2 - High School Algebra 2 - Complex numbers - Add, subtract, multiply and divide complex numbers (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-	09/27/2010 - The majority of students have shown understanding of adding, subtracting, multiplying and dividing complex numbers as 68.4% scored at least basic and 46.9% of these students scored proficient. Although the	01/21/2011 - Most students usually do well on adding and subtracting complex numbers but have trouble with multiplying and dividing. There are some extra properties

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	created rubric below. BELOW BASIC: Student cannot do any of the basic operations with complex numbers or student may be able to add and/or subtract complex numbers. (competency level is below 70%) BASIC: Student can add/subtract and multiply/divide complex numbers in single operation problems. (competency level is between 70-79%) PROFICIENT: Student can add/subtract and multiply/divide complex numbers where 2 or more operations are required within the problem. (competency level is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	criterion was not met, these percentages are good. The following is a complete breakdown of grades earned by students in Algebra 2 for the fifth SLO. 78 students or 30.5% scored below 70% 55 students or 21.5% scored between 70-79% 120 students or 46.9% scored between 80-89% 3 students or 1.2% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	that students need to know in order to successfully multiply and divide complex numbers. Teachers would need to ensure that students know those properties very well before they can multiply and divide the complex numbers. Then teachers should review the process of multiplication and division several times.
Adult Basic Education - BSHS ART1 - High School Art & Creative Expression - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/20/2010 - The following is a complete breakdown of grades earned by students in Art Expression for the course midterm and final exam. 31 students or 4.2% scored below 70% 110 students or 14.8% scored between 70-79% 253 students or 34% scored between 80-89% 305 students or 40.9% scored 90% or higher 46 students or 6.2% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	05/10/2011 - The final exam has the most successful numbers of data. With the highest level being in the advanced column, yet 6.2% of un-attempted scores appears concerning. Giving teachers the ability to create their own finals has positive and negative effects. Positive because it enforces to students the learning that is of most importance, negative because it could be lacking in standard based instruction. More specific examples are needed to express the data more accurately. Teachers have varying final exams therefore un- attempted or below basic level scores can increase if a student did not study properly, the

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			test is not open to student learning styles or a special education student is not helped. Mainly a study guide should be given to students to properly prepare, a review the day before, and ample amount of time should be given to students.
Adult Basic Education - BSHS ART1 - High School Art & Creative Expression - HS Art A -colors - Art A students will be able to select colors that will provide clues about the mood or personality of the main subject. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 12/14/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Adult Diploma students will complete assignment 44 on page 206. Assignments will be graded by two instructor against a rubric developed by the staff. **Criterion:** 70% of the students will score at least 2 points out of 3 points on the rubric. (a) 70% of Art A students will be able to demonstrate technical skills by drawing a realistic style window scene from their point of view using oil pastels. (b) 70% of the students will be able to use different color values for the objects within their rooms. (c) 70% of the students will be able to suggest space by overlapping shapes and forms.	08/18/2009 - 100% of students scored at least a 2 out of 3 points on the rubric **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/06/2010 - The assignment should be changed to increase the rigor.
Adult Basic Education - BSHS ART1 - High School Art & Creative Expression - Principles of Design - Students will create a work of art that involves effective use of the principles of design. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will complete a drawing using the principles of design learned in the chapter. Assignments will be graded by two instructor against a rubric developed by the staff. **Criterion:** 70% of the students will score at least 3.5 points out of 5 points on the rubric. (a) 70% of Art students will be able to		

	create a gesture drawing demonstrating an action pose. (b) 70% of the students will be able to add background details based on the setting. (c) 70% of the students will be able to create a feeling of depth--ex. using bright colors in the foreground, dull colores in the background. (d) 70% of the students will give a sense of movement to the drawing. ex. use of repition and/or diagonal lines.		
Adult Basic Education - BSHS ART1 - High School Art & Creative Expression - Critique - Students will write a formal critique of a work of art. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will choose a work of art that is an example of the type of artwork described in the chapter and write a critique describing, analyzing, interpreting, and judging the artwork. Students will review the details for writing an art critique on pages 66-69. **Criterion:** 75% of students will score at least a 4 out of 5 on the faculty developed rubric for 1) describing 2) interpreting 3) analyzing 4) judging		
Adult Basic Education - BSHS ART1 - High School Art & Creative Expression - Elements and principles of art - Design and create an original drawing and explain the effective use of the elements and principles of art in the work. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Artwork shows little evidence of planning. Artwork shows little understanding of the elements and principles of art. student is unable to clearly explain principles utilized in artwork.	09/29/2010 - The following is a complete breakdown of grades earned by students in Art Expression for Elements of Art SLO. 33 students or 4.4% scored below 70% 138 students or 18.5% scored between 70-79% 570 students or 76.5% scored between 80-89% 4 students or 0.5% were not assessed The criterion was met with a 76.5% of students in the proficient levels. **Summary of Data Type:** Criterion Met **Summary of Data Status:**	05/10/2011 - With the digital era giving us unlimited access to information research reports are very easily done if the digital tools are available to students. Unfortunately this also means plagiarizing runs rampant. The discussion with students tends to sway into avoiding plagiarizing rather than teaching research skills. If students use a library resource the reports tend to be limiting. Therefore Artist research

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	BASIC: Artwork is planned and at least 1/2 of the work demonstrates and understanding of elements and principles of art, but these may have been applied mechanically. Student is able to explain, either written or orally, the principles used in the artwork. PROFICIENT: Artwork is carefully planned, student made several sketches in the process (the creative process concept-design, execution-edit-analysis.) Artwork demonstrates an understanding of elements and principles of art. Student is able to explain, both written and orally, all principles used in the work. **Assessment Method Category:** Other **Criterion:** 80% of students will score at least Basic or above on the assessment.	Open	can be done in a scavenger find type of learning where students are to find birth dates, death dates, the Art movement they were involved with, interesting facts etc. Below basic levels could be lack of digital media available or use of textbook that was limited with facts and library time is usually limited during summer hours. --- 05/10/2011 - Art is a very subjective topic, but with proper separation of technique (what you grade) and student choices for images (creates drive to produce the Art) a teacher can create rubrics that demonstrate the meeting of state standards. When we look at the category for Original Art work and an assignment titled watercolor we can separate the technique of using water color in dry brush, wet on wet, and controlling the color to stay inside the lines. With these 3 simple techniques a student may choose an image that they love but yet apply the techniques to meet a grading criterion. The use of separating technique from images choices could lead to higher advanced levels because student?s motivation to produce Art comes from their image choices within their abilities. This is known as differentiated instruction http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl .

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			Below basic and un-attempted levels have sufficient numbers to raise concern. I believe one of the causes is the special education students in the courses have no special education services during the summer. This could lead to un-attempted work or un-attempted exam questions. Six hours in one class is a tremendous amount of time. This can be a benefit if the course is based on hands on Art work, or be negative if the course is based on textbook reading and writing. Special education students do not perform well with higher level textbooks containing conceptual Art ideas. Showing finished exemplary work, sharing the rubric with students, creating hands on projects, giving students choices and pairing up of students (below basic with someone proficient or above) can all help to lessen the numbers in below basic and un-attempted scores. Differentiated instruction could also help here, for instance a portion of a final exam could be oral instead of written, described instead of drawn, explained instead of painted etc.
Adult Basic Education - BSHS ART1 - High School Art & Creative Expression - Color wheel - Create a color wheel (or similar device), using relevant color terminology and color theory concepts. (Created By Adult Basic Education)	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below.	09/29/2010 - The following is a complete breakdown of grades earned by students in Art Expression on the COLOR WHEEL SLO. 32 students or 4.3% scored below 70% 136 students or 18.3% scored between 70-79%	05/10/2011 - When looking at the Art standards for grades K-12 there are massive amounts of overlaps. For example the color wheel is from grade K-12 in the study of Elements of Art! http://www.cde.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
SLO/GEO Start Date: 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	BELOW BASIC: Finished product is poorly executed and terminology utilized is not labeled correctly. Shows little understanding of the element of color. Work is not neat. Student may or may not be able to identify color terminology. BASIC: Finished product is sufficiently executed, and most terminology utilized is labeled correctly. The finished product is neatly done. Student describes and provides examples for color terminology. PROFICIENT: Finished product is exemplary in execution. All terminology utilized is clearly labeled or written about separately. Work shows neatness. Student describes and provides examples for color terminology and correctly applies color theory concepts. **Assessment Method Category:** Other **Criterion:** 80% of the students will score at least Basic or above on the assessment.	576 students or 77.3% scored between 80-89% 1 student or 0.1% was not assessed The criterion was met with a 77.3% proficiency rate. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	ca.gov/be/st/ss/vamain.asp . This is probably where the root of complaints begins because a majority of the students have made a color wheel every year they have been in Art and the teacher chooses not to assign the color wheel. A teacher could assign a creative color wheel, done on an image that the student chose (motivated student) and then add concepts of color theory. Students could choose where to apply color wheel colors and also satisfy their creative idea.
Adult Basic Education - BSHS ART1 - High School Art & Creative Expression - Research the life of an artist - Research the work and life of a specific artist (research paper, presentation) (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student does not address the important facts and events of an artist's work and life. student includes an inadequate reproduction of the artist's work. BASIC: Student addresses important facts and events of an artist's work and life. Student includes and adequate reproduction of the artist's work addressing the choice of image.	09/28/2010 - The following is a complete breakdown of grades earned by students in Art Expression for the Artist Research SLO. 48 students or 6.4% scored below 70% 121 students or 16.2% scored between 70-79% 570 students or 76.5% scored between 80-89% 6 students or 0.8% were not assessed The criterion was met with a 76.5% proficiency rate. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	05/10/2011 - 5/10/2011 With the digital era giving us unlimited access to information research reports are very easily done if the digital tools are available to students. Unfortunately this also means plagiarizing runs rampant. The discussion with students tends to sway into avoiding plagiarizing rather than teaching research skills. If students use a library resource the reports tend to be limiting. Therefore Artist research can be done in a scavenger find type of learning where students are to find birth dates, death dates, the Art movement they were

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	PROFICIENT: Student addresses important facts and events of an artist's work and life, included extra, unassigned components. Student includes an exemplary reproduction of the artist's work, addressing the choice of image, and describes the techniques used. **Assessment Method Category:** Other **Criterion:** 80% of the students will score at least Basic or above on the assessment.		involved with, interesting facts etc. Below basic levels could be lack of digital media available or use of textbook that was limited with facts and library time is usually limited during summer hours. ―――――――――――
Adult Basic Education - BSHS ART2 - High School Art 2 - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.		
Adult Basic Education - BSHS ART2 - High School Art 2 - Point of View - Create a work of art that reflects a feeling or point of view. (Created By Adult Basic Education) **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** None	**Assessment Method:** Artwork is carefully planned. Artwork demonstrates an understanding and diverse use of contemporary technology skills. BELOW: Artwork shows little evidence of planning. Artwork shows little understanding of the materials, tools, and skills needed to communicate meaning.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Is this SLO also a GEO?: No	BASIC: Artwork is planned. Artwork demonstrates an understanding of the materials, tools, and skills needed to communicate meaning, but these may have been applied mechanically. PROFICIENT: Artwork is carefully planned. Student applies artistic processes and skills by using appropriate materials and tools to communicate meaning and intent in an original work of art. **Criterion:** 80% of students will score at least Basic or above on the assessment		
Adult Basic Education - BSHS ART2 - High School Art 2 - Visual Metaphors - Develop an original work of art that reflects creative skills by using visual metaphors (Created By Adult Basic Education) **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** None	**Assessment Method:** Artwork is carefully planned. Student applies artistic processes and skills by using appropriate materials and tools to communicate meaning and intent in an original work of art. BELOW: Artwork shows little evidence of planning. Artwork shows little understanding of the artistic processes needed to communicate an opinion or reaction using visual metaphors BASIC: Artwork is planned. Artwork demonstrates an understanding artistic processes needed to communicate an opinion or reaction using visual metaphors, but these may have been applied mechanically. PROFICIENT: Artwork is carefully planned. Student applies artistic processes and skills to create visual metaphors that effectively express their opinion, reaction, or feeling toward the subject matter. **Criterion:** 80% of students will score at least Basic or above on the assessment		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS ART2 - High School Art 2 - Technology - Using contemporary technology (e.g. internet research, camera, scanner, Microsoft programs, photoshop) design a work of art (e.g. poster). (Created By Adult Basic Education) **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** None	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW: Artwork shows little evidence of planning. Artwork demonstrates little knowledge and use of contemporary technology skills. BASIC:Artwork is planned. Artwork demonstrates a limited understanding and use of contemporary technology skills. Proficient: Artwork is carefully planned. Artwork demonstrates an understanding and diverse use of contemporary technology skills. **Criterion:** 80% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS BIO - High School Biology - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	08/01/2011 - 53% Below Basic 35% Basic 2% Proficient **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/02/2011 - 1. At least 20% more students should be able to pass the Biology final exam with a grade of 70% or better. 2. Re-write study guide to be more specific about examination topics
Equipment Resources Required: Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:**		09/20/2010 - 40.1% of Biology students scored below basic on the Final Exam. The following is the complete breakdown of grades earned by students in Biology for the course midterm and final exam. 418 students or 40.1% scored below 70%	04/06/2011 - 1. At least 10% more students should be able to pass the Biology final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Grading software, scantrons		236 students or 22.6% scored between 70-79% 256 students or 24.6% scored between 80-89% 132 students or 12.7% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS BIO - High School Biology - Illustration of biological concepts - Biology students will be able to complete illustrations of biological concepts. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/23/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** Science materials **Training Resources Required:** faculty curriculum development	**Assessment Method:** A sample of student work will be evaluated using the data collected compared to the completed illustrations. Student samples of the lab will be collected in the Fall 2009 semester by the science faculty. The results will be summarized and evaluated by the science faculty. **Assessment Method Category:** Other **Criterion:** At least 75% of biology students will be able to score at least a 70% on the "Investigation of Inherited Traits" lab.		
Adult Basic Education - BSHS BIO - High School Biology - Cell biology - Students will be able to demonstrate the skill of working collaboratively within a laboratory setting in order to demonstrate proficiency in cell biology. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/06/2009 **Intended Date to Complete 'Use of Results':** 07/16/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:**	**Assessment Method:** Student samples of the data table, question #1, and lab performance with relation to collaboration will be evaluated using a faculty developed rubric used to assess laboratory work during the lab "Observing Specialized Cells." The results will be collected, evaluated and summarized in the Summer 2009 by the science faculty. **Assessment Method Category:** Other	07/16/2009 - 60% of Biology students scored 70% or higher on the collaborative portion of the lab. 1 student scored 40% 8 students scored 50% 3 students scored 60% 18 students scored 70% 3 students scored 80% 1 students scored 100% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed **notes:**	08/25/2009 - Results suggest that students need more practice making inferences and drawing conclusions. Curriculum should be modified to provide students with additional practice prior to the Lab. Possible assignment could include Problem Solving Labs and Analyzing Labs.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Lab materials **Staffing Resources Required:** Lab assistance, additional instructor on lab day **Training Resources Required:** faculty curriculum development	**Criterion:** At least 75% of a sample of biology students will be able to score at least a 70% on the collaborative portion of laboratory.	Results suggest that students need more practice making inferences and drawing conclusions. Curriculum should be modified to provide students with additional practice prior to the Lab. Possible assignment could include Problem Solving Labs and Analyzing Labs.	
Adult Basic Education - BSHS BIO - High School Biology - Punnett Squares - Students will use Punnett Squares to predict the possible genotypes and phenotypes of offspring. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010	**Assessment Method:** Students will complete exam review questions #13 and #18 on assignment #121 and question #26 on the chapter 11 exam. **Criterion:** 75% of students will answer all three questions correctly.	07/28/2011 - This assessment was done in the ADULT diploma program. 80% of students were able to explain the details of a Punnett square. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/28/2011 - Students typically enjoy this portion of genetics and the associated lab work. Based on the results of this SLO perhaps the curriculum in total should include more laboratories.
Course Outcome Status: Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** Lab materials **Staffing Resources Required:** Lab assistance, additional instructor on lab days **Training Resources Required:** faculty curriculum development		06/10/2010 - Out of 12 students: Question #13 -42% of students were able to draw a Punnett square to predict the results of a heterozygous cross. -50% of students were unable to complete the assignment (incorrect use of Punnett square and alleles) -8% of students made no attempt to answer the question. Question #18 -83% of students correctly wrote the homozygous and heterozygous genotype for black coat. Question #26 -15% of students were able to answer the question correctly -45% of students answered the question incorrectly- students suggested the wrong cross in order to link genotype with phenotype. -38% of students made no attempt to answer the question. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/10/2010 - Most students understood they needed to complete a Punnett square and correctly drew one. However, students do not know the difference between homozygous and heterozygous genotypes when asked to use them in a cross. Some students also used two different letters to represent alleles indicating they do not completely understand how to perform genetic crosses. Using Punnett squares is a basic skill in biology; therefore, students may need more practice. An additional worksheet summarizing these key concepts of crosses for this chapter is needed. Identification of homozygous and heterozygous genotypes is a beginning skill necessary for proficiency in this chapter. No changes to question #18 need to be made. Question #26 may be too difficult for most students to

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			answer successfully; advanced students should be able to answer this question. In examining the practice work with the examination there is no clear link between classroom assignments and test performance. It is suggested, in addition to a worksheet, that the chapter 11 exam be changed to reflect basic and above basic transfer of knowledge. This SLO needs to be altered and revisited next semester.
Adult Basic Education - BSHS BIO - High School Biology - The Nervous System - Students will be able to explain the role of action potentials and neurotransmitters in producing electrochemical signals. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** lab materials **Staffing Resources Required:** lab assistance, additional instructor on lab days **Training Resources Required:** faculty curriculum development	**Assessment Method:** Students in Biology B will complete the reading and study workbook for assignment #28, pages 413-414. **Criterion:** 75% of students will score 75% or better on the assigned problem set.	06/14/2010 - Twelve of the thirteen students scored at least a 75% on this assignment, averaging 89% overall. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/14/2010 - The two questions that seemed most difficult were numbers six and nine. Number six asked for the function of the myelin sheath in nerve conduction. This answer is clearly stated in the text book and relatively easy to answer with adequate effort. Question nine asks for the roles of the various ions that make up an action potential, calling for a high conceptual grasp of the material. It could be worded more clearly, and I believe that many of the students misread the question, because they demonstrated comprehension of the same concepts elsewhere in the assignment. Overall, the majority of the class grasped a very important concept in high school Biology. Recommendation: This is a useful and relevant assignment that I would continue to use in the future. I would write a

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			note to the students that there is only one correct answer choice for question nine. Nerve conduction is a crucial concept in Biology and should be included in the group of ?mini-lectures? or modules that the science teacher should deliver several times throughout the year. During these talks, I have found it useful to pick an assignment similar to this to work through together.
Adult Basic Education - BSHS BIO - High School Biology - Eukaryotic cell - Describe the components of a eukaryotic cell and their specific role in carrying out cellular processes. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify organelles within a cell. (competencyis below 70%). BASIC: Student is able to identify organelles within a cell. Student is able to describe the function of the cell nucleus and the functions of the major cell organelles. (competency is between 70-79%) PROFICIENT: Student is able to identify organelles within a cell. Student is able to describe the function of the cell nucleus and the functions of the major cell organelles. Student is able to compare and contrast animal and plant cells. (competency is 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or	08/01/2011 - 24% Below Basic 71% Basic 5% Proficient **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - Instruction on cell biology will include opportunities to write about each kind of cell and then compare the two.
		07/28/2011 - In the adult diploma program, this SLO was assessed. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open **notes:** 61% of students were not able to identify organelles within a cell.	07/28/2011 - One of the main complaints students have about the biology curriculum is the exams. Over the next year the exams will be evaluated and study guides will be created in order to help students prepare. Additionally, vocabulary development needs to be included in the curriculum in order to assist students in reading comprehension.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	above on the assessment.	09/27/2010 - For this SLO the percentage of students unable to correctly identify organelles is high (28.9%). Most students should be able to correctly identify organelles within a cell as a basis for explaining cell specialization. 71.1% of students scored basic or above. The following is a complete breakdown of grades earned by students in Biology for the second course SLO. 187 students or 28.9% scored below 70% 146 students or 22.5% scored between 70-79% 315 students or 48.6% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/06/2011 - Instruction on cell biology will include models of the cell and additional practice using models of the cell in order for students to demonstrate they can identify organelles.
Adult Basic Education - BSHS BIO - High School Biology - Genotypes and phenotypes - Explain the relationship between an individual's genotype and phenotype. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to indentify dominant and recessive alleles. (competency is below 70%) BASIC: Student is able to distinguish between homozygous and heterozygous traits. Student is able to use single factor Punnett squares to explain the genotype(s), phenotype(s) and genotypic ratio of a cross. (competency 70-79%). PROFICIENT: Student is able to distinguish between homozygous and heterozygous traits. Student is able to use single and two factor Punnett squares to explain the genotype(s), phenotype(s), and genotypic ratio of a cross. (competency is 80% or higher)	08/02/2011 - 76% Below Basic 18% Basic 6% Proficient **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open --- 09/27/2010 - 71.9% of Biology students scored 70% or better with 48.3% of students with a competency of proficient. The following is a complete breakdown of grades earned by students in Biology for the third course SLO. 182 students or 28.1% scored below 70% 153 students or 23.6% scored between 70-79%	08/02/2011 - 1. Create a study guide for the exam 2. Create worksheets that give students more opportunity to practice Punnett squares. 3. Give students an opportunity during the lab sessions to explain genetics topics and apply knowledge. --- 04/06/2011 - Most students are able to complete and interpret a single trait cross successfully indicating mastery of basic Mendelian genetic processes. Instructors will use the same teaching methods for the upcoming school year.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Assessment Method Category: Other **Criterion:** 70% of students will score at least Basic or above on the asssessment.	313 students or 48.3% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS BIO - High School Biology - Flow of energy through a living system - Explain the flow of energy through a living system. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to explain from where the main source of energy for life processes comes. (competency is below 70%). BASIC: Student can explain the difference and connection between autotrophs and heterotrophs. Student can distinguish between the diffrent types of heterotrophs. (competency is between 70-79%). PROFICIENT: Student can explain the difference and connection between autotrophs and heterotophs. Student can distinguish between the diffrent types of heterotrophs. Student is able to explain relationships within food chains and food webs. Student is able to explain an energy pyramid. (competency is 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/27/2010 - 73.6% of Biology students were able to distinguish between heterotrophs and autotrophs and 48.6% of the Biology students applied this information to food chains and food webs. The following is a complete breakdown of grades earned by students in Biology for the fourth course SLO. 168 students or 26.4% scored below 70% 159 students or 25% scored between 70-79% 309 students or 48.6% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/06/2011 - Since most students were able to explain foundational ecological concepts and almost half were able to apply these concepts, instructors will use the same teaching methods for the upcoming school year.
Adult Basic Education - BSHS BIO - High School Biology - Bacteria and viruses - Distinguish between bacteria and viruses. (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-	09/27/2010 - 45.2 % of Biology students were unable to explain the difference between prokaryotic and eukaryotic cells; this concept is foundational to the study of cells, genetics, and anatomy.	04/06/2011 - 1. At least 15% more students should be able to explain the differences between prokaryotic and eukaryotic cells.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	created rubric below. BELOW BASIC: Student may be able to identify similarities and differences between prokaryotic and eukaryotic cells. (competency is below 70%) BASIC: Student is able to identify similarities and differences between prokaryotic cells, and viruses. (competency is between 70-79%) PROFICIENT: Student is able to identify similarities and differences between prokaryotic cells, eukaryotic cells, and viruses. Student is able to explain how viruses cause infection. (competency is 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the asssessment.	The following is a complete breakdown of grades earned by students in Biology for the fifth course SLO. 178 students or 45.2% scored below 70% 101 students or 25.6% scored between 70-79% 115 students or 29.2% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	2. Instructors will teach and assess this concept in cell biology and review these concepts as a basis for explaining viruses. 3. Instructors will examine the current scope and sequence to determine if changes will enhance comprehension and retention of key biological concepts.
Adult Basic Education - BSHS CHEM - High School Chemistry - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	08/01/2011 - 31% Below Basic 54% Basic 15% Proficient **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/01/2011 - 1. Overall students did well on a difficult exam. 2. A comprehensive study guide was given to students which improved exam scores from Winter/Spring 2010. 3. Will re-evaluate exam noting topics that were more difficult and prepare additional practice worksheets
		09/20/2010 - 44.2% of Chemistry students scored below basic on the final. The following is a complete breakdown of grades earned by students in Chemistry for the course midterm and final exam.	04/06/2011 - 1. At least 15% more students should be able to pass the Chemistry final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		145 students or 44.2% scored below 70% 65 students or 19.8% scored between 70-79% 74 students or 22.6% scored between 80-89% 44 students or 13.4% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS CHEM - High School Chemistry - Properties of Matter - Chemistry students will be able to demonstrate the skill of working productively and collaboratively within a laboratory setting in order to demonstrate proficiency in the properties of matter. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/06/2009 **Intended Date to Complete 'Use of Results':** 08/04/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** Chemistry lab supplies, access to physical science lab **Staffing Resources Required:** Lab Assistant, additional instructor for lab days **Training Resources Required:** curriculum development, lab training	**Assessment Method:** Student samples of the data tables and lab performance with relation to collaboration will be evaluated using a faculty developed rubric used to assess laboratory work during the "Physical and Chemical Changes" lab The results will be collected, evaluated and summarized in the Summer 2009 by the science faculty. **Assessment Method Category:** Other **Criterion:** At least 75% of a sample of chemistry students will be able to score at least a 70% on the collaborative portion of laboratory. Students will gather scientific evidence, synthesize information, and draw conclusions collaboratively.	08/04/2009 - 39 students participated in the Chemical and Physical Changes laboratory. Students were evaluated by the instructor. 85% of the students scored a 4 (100%) on the lab participation portion of the lab rubric. 15% of the students (one lab group) scored a 3 (75%) on the lab participation portion of the lab rubric. All students scored above the expected 70%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Students in this course worked exceptionally well together. This is the first lab of the semester and typically students have some difficulty working collaboratively. Students were allowed to choose their own lab groups and we were impressed with their ability to distribute the tasks necessary to complete the lab. We suggested assigning students to prescribed lab groups and comparing the results.	08/25/2009 - Students in this course worked exceptionally well together. This is the first lab of the semester and typically students have some difficulty working collaboratively. Students were allowed to choose their own lab groups and we were impressed with their ability to distribute the tasks necessary to complete the lab. We suggested assigning students to prescribed lab groups and comparing the results. Also suggested was assessing laboratory participation of two labs; this beginning lab and a lab performed towards the end of the semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Also suggested was assessing laboratory participation of two labs; this beginning lab and a lab performed towards the end of the semester.	

Adult Basic Education - BSHS CHEM - High School Chemistry - Data collection, organization, and analysis - Chemistry students will be able to gather data, organize the data, and analyze the data collected within a laboratory setting. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/06/2009 **Intended Date to Complete 'Use of Results':** 08/04/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** Chemistry lab supplies, laboratory access **Staffing Resources Required:** Lab assistant, additional faculty for lab days **Training Resources Required:** Training on usage of lab, faculty curriculum development **Other Resources Required:** Additional instructor for lab days,	**Assessment Method:** A sample of student work will be evaluated using a faculty developed rubric used to assess laboratory work. Additionally, the questions will be compared to the data tables completed by the student. Student samples of the lab will be collected in the Fall 2009 semester by the science faculty. The results will be summarized and evaluated by the science faculty. **Assessment Method Category:** Other **Criterion:** At least 75% of a sample of chemistry students will be able to score at least a 70% on questions #3, 4, and 5 on the "Physical and Chemical Changes" lab.	08/04/2009 - 39 students completed a lab report for the Chemical and Physical Changes laboratory. Total points possible for the lab were 20. 2 students scored 19, 5% 8 students scored 18, 21% 12 students scored 17, 31% 6 students scored 16, 15% 4 students scored 15, 10% 2 students scored 14, 5% 3 students scored 13, 8% 1 student scored 10, 2.5% 1 student scored, 2.5% In summary 87% of students scored at 70% or better and 13% of students scored below 70%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** In all cases low scoring labs had incomplete sections. In previous semesters we have not had as much success with this lab. This student group did a thorough job of accurately answering the analysis questions. Students in previous semesters have found the analysis questions difficult and have not been able to answer them successfully. The lab is a good indicator of student comprehension of physical and chemical properties and changes. Therefore, we	08/25/2009 - In all cases low scoring labs had incomplete sections. In previous semesters we have not had as much success with this lab. This student group did a thorough job of accurately answering the analysis questions. Students in previous semesters have found the analysis questions difficult and have not been able to answer them successfully. The lab is a good indicator of student comprehension of physical and chemical properties and changes. Therefore, we recommend using the lab again for a different student population in a future semester to compare the results.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		recommend using the lab again for a different student population in a future semester to compare the results.	
Adult Basic Education - BSHS CHEM - High School Chemistry - Ions - Students will use the periodic table to determine the number of valence electrons in an atom and the type of bond the atom can form. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** Chemistry lab supplies, laboratory access **Staffing Resources Required:** Lab assistant, additional faculty for lab days **Training Resources Required:** Training on usage of lab, faculty curriculum development **Other Resources Required:** Additional instructor for lab days	**Assessment Method:** Students will complete textbook section practice problems and section assessment for assignment #56; and question #37 on the exam for chapters 7, 8, and 9. **Criterion:** 75% of the students will score a 75% or better on the assigned problem set. 75% of students will answer the test question correctly.	06/10/2010 - Out of 11 students -100% of students answered questions 3-6 correctly -73% of students answered questions 1-2 correctly. 64% of students answered #10 correctly. Because of the inability to correctly name ions. -82% of students answered #7 correctly because of the ability to identify the number of valence electrons for a given element. -91% of students answered #8 correctly because of the ability to draw a Lewis dot structure for a given element. -55% of students answered #9 correctly because of an inability to determine the number of electrons gained or lost in ion formation. -45% of students answered #11 correctly because of an inability to correctly write the electron configuration for an ion. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/10/2010 - Students are able to use the book successfully and locate information based on the structure of the text. No changes should be made; this type of question gives the students exposure to the material. Although students are able to identify the number of valence electrons and draw electrons gained or lost in ion formation. They are also unable to name ions. The assignments for this chapter need to be evaluated and potentially new questions for the book need to be assigned or a worksheet needs to be made to better lead students through the material.
Adult Basic Education - BSHS CHEM - High School Chemistry - Moles - Students will determine the relationship between mass, moles, number of particles, and the volume of a gas by converting from one to another. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:**	**Assessment Method:** Students will complete textbook practice problems for assignment #2 questions #24-30. **Criterion:** 75% of the students will score 75% or better on the assigned problem set.	06/14/2010 - 70% of the ten students who completed this assignment scored at least 75%, the average student answered 79% of the questions correctly. Six students received a 100% on the assignment and one a 94%. The average of the three remaining students was a 33%. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/14/2010 - The three students with the lowest score did not complete the course. This leads me to conclude that this assignment can be grasped and mastered by most students with an average level of effort. The fact that all who scored higher than 75% continued to do well in the course suggests that performance on this assignment can be used to predict performance on future

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Chemistry lab supplies, laboratory access **Staffing Resources Required:** Lab assistant, additional faculty for lab days **Training Resources Required:** Training on usage of lab, faculty curriculum development **Other Resources Required:** Additional instructor for lab days			assignments. This assignment draws on knowledge gained in Chemistry A, and the scores reflect the difficult nature of the assignment for those students who could not recall or never mastered the material in Chemistry. Stoichiometry is difficult for those without a strong math background, and that was reflected in the lower averages of the last three questions which were very mathematical. Recommendation: The science instructor needs to pay attention to the performance of students on this assignment to identify those who lack comprehension of these concepts as soon as possible. As illustrated by the top and bottom weighted nature of the students percentages, these are concepts that are either grasped fully or not at all. I believe that this assignment is clear and beneficial and would continue to use it in the future without modification.
Adult Basic Education - BSHS CHEM - High School Chemistry - Bonds between two atoms - Identify the type of bond created between two atoms. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to classify elements as metals or non-metals. Student may be able to define ionic, covalent, and metallic bonds. Student is	09/28/2010 - 78.6% of Chemistry students were able to identify, write, and explain ionic and covalent bonds. The following is a complete breakdown of grades earned by students in Chemistry for the second course SLO. 48 students or 21.4% scored below 70% 50 students or 22.3% scored between 70-79%	04/06/2011 - 1. An impressive number of Chemistry students mastered a major State Standard. 2. Instructors should teach and assess these concepts in the same manner. 3. Changes to the SLO should include drawing Lewis structures, shape of simple molecules, and polarity.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
No	not able to determine valence elctrons, explain how ions form, write or name ionic or molecular formulas. BASIC: Student is able to explain the difference between ionic and covalent bonds. Student is able to determine the number of valence electrons in an atom of a representative element. Student is able to explain how ions form and write the formula for ionic compounds in order to write formulas or names for the compounds. PROFICIENT: Student is able to explain the difference between ionic and covalent bonds. Student is able to determine the number of valence electrons in an atom of a representative element. Student is able to explain how ions form. Student is able to write the formula and the name for ionic and covalent compounds. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	126 students or 56.3% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS CHEM - High School Chemistry - Periodic trends - Identify periodic trends for atomic size, ionization energy, electronegativity, and ionic size. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify group trends for atomic size only. Student is not able to explain other periodic trends. (Competency is below 70%) BASIC: Student is able to identify periodic trends for atomic size, ionization energy, eletronegativity, and ionic size. (Competency is between 70% - 79%) PROFICIENT: Student is able to idenitfy periodic trends for atomic size, ionization	09/28/2010 - Most Chemistry students (77.3%) were unable to describe periodic trends of atomic size, size of ions, electronegativity, and ionization energy with 46.8% of students scoring below basic and unable to describe periodic trends related to atomic size only. The following is a complete breakdown of grades earned by students in Chemistry for the fifth course SLO. 66 students or 46.8% scored below 70% 43 students or 30.5% scored between 70-79% 32 students or 22.7% scored between 80-89% **Summary of Data Type:** Criterion Not Met	04/06/2011 - 1. Periodic trends are a difficult concept for most students to demonstrate mastery of. 2. Students need to first show mastery of the new vocabulary related to these concepts. 3. Instructors will supply students with a periodic table with a summary diagram of trends. 4. Instruction of these concepts will include additional practice. a. After trends are explained students will use the periodic table to practice summarizing the trends in groups and individually.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	energy, electronegativity, and ionic size. Student is able to compare two elements and determine value for any of the given periodic trends. (Competency is 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will at least score Basic or above on the assessment.	**Summary of Data Status:** Open	b. Instructors will quiz students on these concepts before formal assessment.
Adult Basic Education - BSHS CHEM - High School Chemistry - Calculation of moles, mass or molecules - Calculate moles, mass, or molecules of reactants or products in a chemical reaction using stoichiometry. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to write a balanced chemical reaction and construct mole ratios from balanced equations. BASIC: Student is able to write a balanced chemical reaction and construct mole ratios from balanced equations. Student is able to calculate two-step stoichiometric problems. PROFICIENT: Student is able to write a balanced chemical reaction and construct mole ratios from balanced equations. Student is able to calculate two-step and three-step stoichiometric problems. **Assessment Method Category:** Other **Criterion:** 70% of students will at least score Basic or above on the assessment.	08/01/2011 - 23% Below Basic 23% Basic 54% Proficient **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - 1. Most students did really well on this topic; they had many opportunities to practice and seemed to grasp the concepts easily. 2. This is unusual; generally students have a difficult time with stoichiometry. 3. Continue teaching and assessing the same way.
		09/28/2010 - 73.3% of students were able to write balanced equations, construct mole ratios, and apply mole ratios to a variety of stoichiometric problems. The following is a complete breakdown of grades earned by students in Chemistry for the third course SLO. 50 students or 26.7% scored below 70% 54 students or 28.9% scored between 70-79% 83 students or 44.4% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/06/2011 - 1. The language of the SLO should change from molecules to representative particles. 2. These are difficult concepts for students to master and instructors should continue to teach and assess them in the same manner.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS CHEM - High School Chemistry - Application of gas laws - Apply the gas laws to solve problems related to changes in pressure, volume, and temperature. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to determine the relationship among the temperature, pressure, and volume of a gas. (Competency is below 70%) BASIC: Student is able to determine the relationship among the temperature, pressure, and volume of gas. Student is able to calculate pressure, volume, or teperature of a gas using undividual laws or the combined gas law. (Competency is between 70%-79%) PROFICIENT: Student is able to determine the relationship among the temperature, pressure, and voulme of a gas. Student is able to calculate pressure, volume, or temperatue of a gas using individual laws or the combined gas law. Student is able to solve problems using the ideal gas law. (Competency is 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will at least score Basic or above on the assessment.	08/01/2011 - 62% Below Basic 31% Basic 7% Proficient **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open 09/28/2010 - Over 70% of students were able to qualitatively and quantitatively describe the nature of gases using the combined and ideal gas laws. More students should be able to explain the basic relationship between volume, temperature and pressure. The following is a complete breakdown of grades earned by students in Chemistry for the fourth course SLO. 51 students or 27.3% scored below 70% 28 students or 15% scored between 70-79% 106 students or 56.7% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - 1. The study guide for these concepts needs to be updated. 2. The exam needs to be updated with fewer questions overall, fewer multiple choice, and additional free response. ───────────── 04/06/2011 - 1. Instructors should teach and assess these concepts in the same manner. 2. Students should review general properties of gases as a foundation for explaining the relationship between volume, temperature, and pressure. ─────────────
Adult Basic Education - BSHS CHN1 - High School Chinese 1 - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Not Actively Assessing **Is this SLO also a GEO?:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons			
Adult Basic Education - BSHS CHN1 - High School Chinese 1 - Verbs - Students will be able to express their likes and dislikes using correct verb tenses (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** faculty training	**Assessment Method:** In an oral group exercise, students will express their likes and dislikes. The faculty will rate each student on a faculty created rubric. **Criterion:** 70% of students will be able to express their likes and dislikes using correct verb tenses. On a faculty created rubric, a score of "4" is an advanced and a score of "3" is proficient.		
Adult Basic Education - BSHS CHN1 - High School Chinese 1 - Sentences - Students will be able to write grammatically correct sentences about Chinese culture. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** faculty training	**Assessment Method:** Students will write 3 grammatically correct sentences. The faculty will rate each student on a faculty created rubric. **Criterion:** 70% of students will score 75% or better on the faculty developed rubric.		
Adult Basic Education - BSHS CIV - High School Civics/American Government - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test	09/20/2010 - The following is a complete breakdown of grades earned by students in Government for the course midterm and final exam. 215 students or 19.8% scored below 70%	08/02/2011 - 1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Criterion:** 75% of students will pass the final exam with a 70% or better.	214 students or 19.7% scored between 70-79% 386 students or 35.5% scored between 80-89% 272 students or 25% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS CIV - High School Civics/American Government - Documents of American Democracy - Students will analyze the fundamental principles of American democracy as expressed in documents of American democracy. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** faculty training	**Assessment Method:** Students will analyze 7 US documents: Mayflower Compact, Declaration of Independence, Articles of Confederation, Bill of Rights, Federalist Papers # 10, 51, 78 **Criterion:** -70% of the students will be able to describe the history of all 7 documents. -70% of government students will be able to explain the significance of the 7 documents on the establishment of the U.S. Government.		
Adult Basic Education - BSHS CIV - High School Civics/American Government - Court Cases - Students will analyze U.S. Supreme Court interpretations of the Constitution and its amendments. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:**	**Assessment Method:** Students will complete a PowerPoint presentation focusing on the importance of the following Supreme court cases: Marbury vs. Madison, Dred Scott vs Stanford, Plessy vs Ferguson, Brown vs Board of Education. **Criterion:** a. 70% of students will score at least 80% on a rubric measuring whether they were able to successfully summarize and analyze information about the court cases.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
faculty training	b. 70% of students will score at least 80% on a rubric measuring whether they were able to explain the significance of the court cases as they relate to both the era in which the case took place and today's society.		
Adult Basic Education - BSHS CIV - High School Civics/American Government - Roles and responsibilities of the branches of government - Analyze the roles and responsibilities of the three branches of government as established by the U.S. Constitution. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Students may be able to identify the three major branches of the government but cannot identify or analyze their roles and responsibilities. BASIC: Student can identify the three branches of government, their roles, and responsibilities. PROFICIENT: Students can explain the major components of the roles and responsibilities of the three branches of government. ADVANCED: Students can explain the major components of the roles and responsibilities of the three branches of government and explain the connection between the branches. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the asssessment.	09/29/2010 - The following is a complete breakdown of grades earned by students in Government for the second course SLO. 113 students or 10.4% scored below 70% 234 students or 21.5% scored between 70-79% 416 students or 38.3% scored between 80-89% 259 students or 23.8% scored 90% or higher 65 students or 6% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Instruction for the upcoming school year will remain the same.
Adult Basic Education - BSHS CIV - High School Civics/American Government - Major landmark U.S. Supreme Court - Students analyze a major landmark U.S. Supreme	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written	09/29/2010 - The following is a complete breakdown of grades earned by students in Government for the third course SLO.	08/02/2011 - Instruction for the upcoming school year will remain the same.

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Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Court interpretation and its relevant amendments. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: May be able to identify a major landmark case(s) and amendments but cannot provide explanation for a Supreme Court interpretation nor explain its amendments. BASIC: Student can identify the reasons for the interpretation and its amendments. PROFICIENT: Students can explain the reasons for the interpretation and its amendments. ADVANCED: Students can explain the reasons for the interpretation and its amendments, the effect of the Court's interpretation, and the controversies that resulted from the interpretation and amendments. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the asssessment.	132 students or 12.1% scored below 70% 239 students or 22% scored between 70-79% 409 sudents or 37.6% scored between 80-89% 242 students or 22.3% scored 90% or higher 65 students or 6% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS CPTC - High School Computer Technology - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/20/2010 - The following is a complete breakdown of grades earned by students in Computer Technology for the course midterm and final exam. 42 students or 11.7% scored below 70% 57 students or 15.9% scored between 70-79% 112 students or 31.2% scored between 80-89% 148 students or 41.2% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - 1.Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2.Instructors will use the final exam rubric as a guideline for writing the final exam. 3.Instructors will supply students with a final examination study guide.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons			
Adult Basic Education - BSHS CPTC - High School Computer Technology - Microsoft Word - High school Computer Technology students will be able to modify, produce, and format a business letter in Microsoft Word 2007. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students' business letters will be collected by faculty and lab staff. **Criterion:** (a) 90% of High School Computer Technology students will be able to score at least a "2" out of "3" overall on test #1 according to the rubric. Students have up to 3 attempts to complete this task.		
Adult Basic Education - BSHS CPTC - High School Computer Technology - Microsoft Excel - High School Computer Technology students will be able to produce, formulate, and modify a chart in Microsoft Excel. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students' charts will be collected by faculty and lab staff. **Criterion:** (a) 90% of High School Computer Technology students will be able to score at least a "2" out of "3" overall on test #5 according to the rubric. Students have up to 3 attempts to complete this task.		
Adult Basic Education - BSHS CPTC - High School Computer Technology - Typing speed - Type a minimum of 35 words per minute with an error rate of 10% of less. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: 20 - 24 or less words per minute with 20 -30%+ error rate. BASIC: 25 - 34 words per minute with an error rate between 10 - 20% PROFICIENT: 35 words per minute with an error rate of no more than 10%. ADVANCED: 35 words per minute or more with an error rate of less than 10%.	09/29/2010 - The following is a complete breakdown of grades earned by students in Computer Technology for the second course SLO. 55 students or 15.3% scored below 70% 74 students or 20.6% scored between 70-79% 57 students or 15.9% scored between 80-89% 173 students or 48.2% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Most students are able to type a minimum of 35 words per minute. Instructors will use the same teaching methods for the upcoming school year.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Assessment Method Category: Other **Criterion:** 80% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS CPTC - High School Computer Technology - Word processing document - Create a new word processing document using at least 16 devices and modifications (insert table, picture, clip art, shapes, chart, header, footer, page number and text boxes; modifications to margins, orientation, size, page color, columns, spacing and page borders, etc.) (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student can create the document and appropriately uses 8 or less devices and modifications. BASIC: Student can create the document and appropriately uses at least 12 devices and modifications. PROFICIENT: Student can create the document and appropriately uses at least 16 devices and modifications. ADVANCED: Student can create the document and appropriately uses more than 16 devices and modifications. **Assessment Method Category:** Other **Criterion:** 80% of students will score at least Basic or above ont the assessment.	09/29/2010 - The following is a complete breakdown of grades earned by students in Computer Technology for the third course SLO. 18 students or 5% scored below 70% 41 students or 11.4% scored between 70-79% 119 students or 33.1% scored between 80-89% 181 students or 50.4% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Most students are able to create a new word processing document. Instructors will use the same teaching methods for the upcoming school year.
Adult Basic Education - BSHS EASC - High School Earth Science - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/20/2010 - In the first semester 42.9% of Earth Science students scored below basic on the final exam. In the second semester 54.3% scored below basic. Earth Science A: The following is a complete breakdown of grades earned by students in Earth Science A for the course midterm and final exam. 36 students or 42.9% scored below 70%	04/06/2011 - 1. 15% - 20% more students should be able to pass the Earth Science final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons		19 students or 22.6% scored between 70-79% 11 students or 13.1% scored between 80-89% 12 students or 14.3% scored 90% or higher 6 students or 7.1% were not assessed Earth Science B: The following is a complete breakdown of grades earned by students in Earth Science B for the course midterm and final exam. 19 students or 54.3% scored below 70% 4 students or 11.4% scored between 70-79% 3 students or 8.6% scored between 80-89% 9 students or 25.7% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS EASC - High School Earth Science - Global Locations - Students will be able to identify geographic global locations. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 07/15/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbook, computer software **Training Resources Required:** faculty training	**Assessment Method:** Students will be able to discuss the causes of earthquakes, 3 types of volcanoes along with factors that determine there type of eruptions **Criterion:** 80% of the students a will score a 65 % or better on the chapter test at the end of the unit. a) 80% of the students a will score a 65 % or better on identifying geographic locations on a world map b) 80% of the students a will score a 65 % or better on describing types of plate movements that cause earthquakes. c) 80% of the students a will score a 65 % or better on describing 3 types of volcanoes and being able to identify each by the type of eruption.	07/15/2009 - Based on 35 students in class for period 1-3 (a) 24 students took the test 10 students (42%) scored over 65% the geography test 3 students scored 50% on geography test 5 students scored 40% on geography test 5 scored below 39% or below 5 did not take the exam Based on 31 students in class for period 1-3 (b) Using figures and analyses questions to describe plate movement 10 students (32%) scored over 65% on chap 10 test 3 students scored 50% on chap 10 test. 2 students scored 45% on chap 10 test. 4 scored below 39% or below 13 did not take the exam Based on 30 students in class for period 1-3 (c) Responding to questions and creating thinking maps to identify types of volcanoes 10 students (33%) scored over 65%	08/25/2009 - Students that attend summer school class regularly and complete designated assignments prior to the exams score higher on each exam in each section. Students that attend class but do not complete assignments score far lower on exams. Emphasis to parents and students, that during an accelerated course the completion of course assignments are not optional to insure the students? success. Also, the child and the parent should sign a contractual agreement to encourage the student s cooperation in the endeavor prior to early enrollment in a summer school course. In addition, students that need additional help should receive additional tutoring in the library after summer school ends from 1:00 -3:00 utilizing the textbook online along with library

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		4 scored below 40% 14 did not take the exam	tutors on campus.
		Summary of Data Type: Criterion Not Met **Summary of Data Status:** Closed **notes:** Students that attend summer school class regularly and complete designated assignments prior to the exams score higher on each exam in each section. Students that attend class but do not complete assignments score far lower on exams. Emphasis to parents and students, that during an accelerated course the completion of course assignments are not optional to insure the students? success. Also, the child and the parent should sign a contractual agreement to encourage the student s cooperation in the endeavor prior to early enrollment in a summer school course. In addition, students that need additional help should receive additional tutoring in the library after summer school ends from 1:00 - 3:00 utilizing the textbook online along with library tutors on campus.	
Adult Basic Education - BSHS EASC - High School Earth Science - Weather - High School Earth Science students will be able to identify the different factors that influence weather and climate. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:**	**Assessment Method:** 70% of all students will score at least 3.5 points out of 5 on a rubric developed by staff. The scoring will be done by a minimum of two instructors. **Criterion:** a. 70% of students will be able to how latitude, longitude, and elevation influence weather and climate. b. 70% of students will be able to describe how plate movements influences weather		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
teacher training	and climate. c. 70 % of students will be about to describe how solar radiation influences weather and climate. d. 70% of students will be able to describe how the transfer of energy influences weather and climate.		
Adult Basic Education - BSHS EASC - High School Earth Science - Energy, mineral, and land resources - Describe energy, mineral, and land resources and ways to protect these resources. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify types of energy resources found on Earth. BASIC: Student is able to identify renewable and nonrenewable resources. Student can describe all types of energy resources and methods used for protection of resources. PROFICIENT: Student is able to identify rewawable and nonrenewable resources. Student can describe all types of energy resources and all methods used for protection of resources. Student is able to discuss how long-term energy solutions and protection solutions will affect resources in the future. **Assessment Method Category:** Other **Criterion:** 70% of students will at least score Basic or above on the assessment.	09/29/2010 - 47.6% of students were unable to identify types of energy resources found on Earth. 32.1% of students were able to thoroughly explain resources, uses of said resources, and protection of resources. The following is a complete breakdown of grades earned by students in Earth Science A for the second course SLO. 40 students or47.6% scored below 70% 13 students or 15.5% scored between 70-79% 27 students or 32.1% scored between 80-89% 4 students or 4.8% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	04/06/2011 - Instructors will provide relevant explanations of Earth's resources connecting the topic to current world events.
Adult Basic Education - BSHS EASC - High School Earth Science - Plate tectonics -	**Assessment Method:** Faculty will determine appropriate means	09/29/2010 - Over half of the students scored below basic and were unable to explain the	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Explain evidence for, the theories of , and the mechanisms of plate tectonics. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to explain the theory of plate tectonics. Student may be able to identify types of plate boundaries. BASIC: Student is able to explain continental drift and sea-floor spreading. Student can identify the three types of plate boundaries and features related to each type. PROFICIENT: Student is able to describe the evidence that supports the hypothesis of continental drift and sea-floor spreading. Student can describe the three types of plate boundaries and compare and contrast features related to each type. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	theory of plate tectonics and identify types of plate boundaries. The following is a complete breakdown of grades earned by students in Earth Science A for the third course SLO. 53 students or 63.1% scored below 70% 3 students or 3.6% scored between 70-79% 21 students or 25% scored between 80-89% 7 students or 8.3% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	04/06/2011 - Most students should be able to identify types of plate boundaries and explain the main features of each and explain the evidence for the existence of plate boundaries; instructors will provide more practice with diagrams and informal assessment prior to formal assessment. _____
Adult Basic Education - BSHS EASC - High School Earth Science - Dynamic processes of oceans - Explain the dynamic processes of oceans. (Created By Adult Basic **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify types of ocean circulation. Student may be able to describe properties of waves and tides. BASIC: Student is able to explain currents, upwelling, and seawater density. Student is able to explain ocean waves and tides. Student may be able to describe the effects of waves on shorelines.	09/29/2010 - Most students (82.9%) explained ocean circulation and properties of waves and tides. The following is a complete breakdown of grades earned by students in Earth Science B for the second course SLO. 6 students or 17.1% scored below 70% 1 student or 2.9% scored between 70-79% 28 students or 80% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/06/2011 - Instruction for the upcoming school year will remain the same. _____

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	PROFICIENT: Student is able to explain currents, upwelling, and seawater density. Student is able to explain ocean waves and tides including the sun and moons influence on tides. Student is able to describe the processes at and the features of shorelines. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the asssessment.		
Adult Basic Education - BSHS EASC - High School Earth Science - Structure of a solar system - Describe the structure of solar system. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify features of terrestrial and outer planets. BASIC: Student is able to describe features of trrestrial and outer planets. Student is able to describe the minor members of the solar system. Student may be able to explain the formation of the solar system. PROFICIENT: Student is able to compare and contrast features of terrestrial and outer planets. Student is able to describe the minor members of the solar system. Student is able to explain the formation of the solar system. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/29/2010 - 40% of students scored below basic and 57.1% scored proficient. The following is a complete breakdown of grades earned by students in Earth Science B for the third course SLO. 14 students or 40% scored below 70% 1 student or 2.9% scored between 70-79% 20 students or 57.1% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	04/06/2011 - With such a wide gap between identifying planets and critically analyzing features and formation of planets, instruction must change to assist students who do not comprehend the basics of the solar system. a. Include a hands-on activity or laboratory to explain the concepts b. Assign a planet to a group of students to research and report c. Include additional written assignments about the planets
Adult Basic Education - BSHS ECON - High School Economics - Final Exam - Students will pass the final exam. (Created By Adult	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam.	09/20/2010 - The following is a complete breakdown of grades earned by students in	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	Economics for the course midterm and final exam. 117 students or 11.2% scored below 70% 206 students or 19.8% scored between 70-79% 463 students or 44.5% scored between 80-89% 255 students or 24.5% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS ECON - High School Economics - Federal Government - Students will be able to analyze the influence of the federal government on the American economy. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/20/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** text books, computers **Training Resources Required:** Faculty training	**Assessment Method:** students will create a research report analyzing the Federal Reserve System. **Criterion:** 70% of students will score at least a 4 out of 5 on a rubric measuring 1) description of monetary policy 2) the connection between monetary policy and the Federal Reserve 3) description of the Federal Reserve System		
Adult Basic Education - BSHS ECON - High School Economics - Economic Systems - Economics students will be able creating a report on the 3 major economic systems of the world today. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 12/14/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** A sample of student work will be rated against a faculty-developed rubric. Assignment # 85 the Economics Systems Project will be selected from the course curriculum. **Criterion:** 75% of Economics students will be able to score at least a 2 out of 3 on the Economic Systems project description section. 75% of Economics students will be able to	12/14/2009 - 63% of students scored at least a 2 out of 3 on the description section. 13% of students scored at least a 2 out of 3 on the research section. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/05/2010 - Students have difficulty understanding what are appropriate sources for research and how to analyze and respond to information from those sources. A more specific rubric and review of the assignment with the instructor should be added.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Equipment Resources Required: textbooks, computers **Training Resources Required:** faculty training	score at least a 2 out of 3 on the Economic Systems project research section.		
Adult Basic Education - BSHS ECON - High School Economics - Economic Terms - Students will explain common economic terms and concepts. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will complete the Webquest "Change in Demand" to understand the concepts of opportunity cost, marginal benefit, and marginal cost. **Criterion:** 75% of students will score an 80% or higher on the Webquest 75% of students will be able to define opportunity cost, marginal benefit, and marginal cost.		
Adult Basic Education - BSHS ECON - High School Economics - Fiscal policies and the tools of monetary policy - Students will be able to differentiate between fiscal policies and the tools of monetary policy in influencing economic activity. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify some fiscal policies or monetary policies. BASIC: Student is able to distinguish between the use of government spending and revenue collection to influence the economy (fiscal policy) and the actions the Federal Reserve (Fed) takes to influence real GDP and the rate of inflation (monetary policy), but lacks examples of explanation. PROFICIENT: Student is able to explain the differences between monetary and fiscal policy and provides elaboration of examples. (i.e., Fed raises interest reates in order to control infaltion) by explaining their influence on the intended results.	09/29/2010 - The following is a complete breakdown of grades earned by students in Economics for the second course SLO. 130 students or 12.5% scored below 70% 286 students or 27.5% scored between 70-79% 556 students or 53.4% scored between 80-89% 69 students or 6.6% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Most students are able to differentiate between fiscal policies and the tools of monetary policy in influencing economic activity. Instructors will use the same teaching methods for the upcoming school year.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Assessment Method Category: Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS ECON - High School Economics - Economic indicators - Students will be able to analyze key economic indicators (unemployment, GDP growth, CPI, etc). (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may able to identify 1-2 key economic indicators. BASIC: Student is able to identify and define at least 3 key economic indicators. PROFICIENT: Student is able to analyze at least 3 key economic indicators by explaining how they affect the relative health of the American economy. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/29/2010 - The following is a complete breakdown of grades earned by students in Economics for the third course SLO. 94 students or 9% scored below 70% 327 students or 31.4% scored between 70-79% 551 students or 52.9% scored between 80-89% 69 students or 6.6% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Most students are able to analyze key economic indicators. Instructors will use the same teaching methods for the upcoming school year.
Adult Basic Education - BSHS EELA - CAHSEE English - Main idea - Determine the main idea (included implied) and supporting details in a reading passage. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify the main idea and recall some basic information. (competency is below 70%) BASIC: Student is able to identify the main idea and supporting details and recall important information. (competency is between 70-79%)	09/27/2010 - The data shows that 29.5% of the students achieved Below Basic and 70.5% of the students were Basic and higher on writing the main idea in a piece of literature. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in CAHSEE English for the second course SLO. 23 students or 29.5% scored below 70% 40 students or 51.3% scored between 70-79% 15 students or 19.2% scored between 80-89% **Summary of Data Type:**	01/24/2011 - Students may have been unable to achieve at least a 75% or higher on writing the main idea in a piece of literature because the process of finding the main idea may not have been clear to the students. Students may have been able to identify the main idea, but not able to actually write the main idea clearly. Faculty should offer students more practice in short readings and finding the main idea in these short

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	PROFICIENT: Student is able to identify the main idea or implied main idea and supporting details. Student is able to recall and interpret information. (competency is above 80%) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	Criterion Met **Summary of Data Status:** Open	readings to increase their score on the exam. Also, students may also need to create their own short stories and have their peers identify the main idea to truly understand how a main idea is created a short piece of literature.
Adult Basic Education - BSHS EELA - CAHSEE English - Final exam - Students will pass the final exam. (Created By Adult Basic Education) **Course Outcome Status:** Actively Assessing	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	01/24/2011 - The data shows that 28.2% of the students achieved Below Basic and 71.8% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in CAHSEE English for the course midterm and final exam. 22 students or 28.2% scored below 70% 36 students or 46.2% scored between 70-79% 20 students or 25.6% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	02/28/2011 - In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.
Adult Basic Education - BSHS EELA - CAHSEE English - Basic essay - Student can write an essay response to a prompt. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to write or responds insufficiently to a prompt. Student veers off-topic. Student has little to no control of grammar, paragraph and sentence structure, diction, and syntax.	09/27/2010 - The data shows that 30.8% of the students achieved Below Basic and 69.2% of the students were Basic and higher on writing a CAHSEE essay. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in CAHSEE English for the third course SLO. 24 students or 30.8% scored below 70% 39 students or 50% scored between 70-79%	01/24/2011 - Students may have been unable to achieve at least a 75% or higher on writing the essay because the writing process may not have been clear to the students or the prompt may have been unclear. Students need to practice writing daily. Daily writing will help increase the percentage of students writing clear and coherent essays.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	BASIC: Student is able to write a response to a prompt in a 4-5 paragraph essay. Student provides very limited analysis and may not stay on topic. Student has basic control of grammar, paragraph and sentence structure, diction, and syntax.	15 students or 19.2% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	Students may also need to keep a journal or continue doing quick writes at home to help close the achievement gap.
	PROFICIENT: Student is able to write a response to a prompt in a 4-5 paragraph essay. Student provides sufficient analysis of the topic. Student demonstrates solid control of grammar, paragraph and sentence structure, diction, and syntax. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS EEMA - CAHSEE Math - Solve word problems - Solve a word problem. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing	**Assessment Method:** BELOW BASIC: Student can identify very little to no key information needed to setup a word problem. Student is unable to translate word phrases into mathematical or algebraic expressions and is unable to solve the problem. BASIC: Student is able to identify key information needed to solve the word problem. Student is able to translate some word phrases into mathematical or algebraic expressions. May complete some steps toward solving the problem but does not arrive at the correct solution to the word problem. (competency is between 70-79%) PROFICIENT: Student is able to identify key information in the word problem. Student can translate word phrases into mathematical or algebraic expressions. Student can correctly solve the word problem. (competency is 80% or higher) **Assessment Method Category:** Other	09/27/2010 - 75% of students scored at least basic on this SLO and 36.2% scored proficient. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students in CAHSEE Math for the second SLO. 12 students or 25.5% scored below 70% 18 students or 38.3% scored between 70-79% 17 students or 36.2% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/21/2011 - These percentages are very good for the CAHSEE class as word problems are the most challenging for students. Teachers should just continue the repetition for students to work on and be familiar with as many word problems as possible. CAHSEE released questions are posted online and teachers should continue to use the word problems from these released questions as sample questions for students.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS EEMA - CAHSEE Math - Fractions, decimals, and percentages - Convert problems using fractions, decimals, and percentages. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to convert from a percent to a decimal or a fraction. (competency is below 70%) BASIC: Student is able to convert from a decimal to a fraction or and percent. (competency is between 70-79%) PROFICIENT: Students can convert from a fraction to a percent or decimal. (competency is 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/27/2010 - 85% of the students scored at least basic and therefore the majority of students have a good understanding of converting problems using fractions, decimals and percentages. Of these, 61.7% of students scored proficient on this SLO which is excellent. The criterion was met. The following is a complete breakdown of grades earned by students in CAHSEE Math for the third SLO. 7 students or 14.9% scored below 70% 11 students or 23.4% scored between 70-79% 29 students or 61.7% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/21/2011 - Teachers should just continue the repetition with students regarding converting numbers to all forms. Students should continue to practice with these types of problems and use the CAHSEE released questions as their practice. ────────────────
Adult Basic Education - BSHS EEMA - CAHSEE Math - Final exam - Students will pass the final exam. (Created By Adult Basic Education) **Course Outcome Status:** Actively Assessing	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	01/21/2011 - About 66% of students earned at least basic on the final for the CAHSEE class. This is very good again considering the short amount of time summer school allots. If these students scored at least basic on the final, this would mean that they should be able to pass the CAHSEE. Students need to get about 55% of the questions correct in order to pass the CAHSEE so scoring basic or above would be equivalent to this. The following is the complete breakdown of grades earned by students in CAHSEE Math for the course midetern and final exam. 16 students or 34% scored below 70% 10 students or 21.3% scored between 70-79% 13 students or 27.7% scored between 80-89% 8 students or 17% scored 90% or higher	01/21/2011 - Teachers can continue to use differentiating techniques as well as exposing students to released CAHSEE questions as much as possible would be very helpful. ────────────────

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Summary of Data Type: Criterion Not Met **Summary of Data Status:** Open	

Adult Basic Education - BSHS ENG1 - High School English 1 - Final Exam - Students will pass the final exam. (Created By Adult Basic Education)

SLO/GEO Start Date:
01/04/2010

Course Outcome Status:
Actively Assessing

Is this SLO also a GEO?:
No

Equipment Resources Required:
Computers, printer, test scantron

Staffing Resources Required:
Hourly clerical support

Training Resources Required:
Technical training (Banner, Grading software)

Other Resources Required:
Grading software, scantrons

Assessment Method:
Students will take a midterm exam and/or a cumulative final exam.

Assessment Method Category:
Course Embedded Test

Criterion:
75% of students will pass the final exam with a 70% or better.

07/18/2011 - For Spring 2011, the data shows that 32% of the students achieved Below Basic and 68% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in English 1 for the course midterm and final exam. 20 students or 32% scored below 70% 23 students or 36% scored between 70-79% 20 students or 32% scored between 80-89% 0 students scored 90% or higher

Summary of Data Type:
Criterion Not Met

Summary of Data Status:
Open

09/20/2010 - The data shows that 40.9% of the students achieved Below Basic and 59% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met.

The following is a complete breakdown of grades earned by students in English 1 for the course midterm and final exam.

287 students or 40.9% scored below 70%
204 students or 29.1% scored between 70-79%
161 students or 23% scored between 80-89%
48 students or 6.8% scored 90% or higher
1 student or 0.1% was not assessed

Summary of Data Type:
Criterion Not Met

Summary of Data Status:
Open

02/28/2011 - In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.

Faculty can continue to focus on the structural features of informational materials by preparing a sample bibliography of reference materials that shows a variety of documents. They need to generate relevant questions about the readings done in class that need to be researched.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			Another area to focus on for teachers is a narrative analysis of grade-level-appropriate text. Teachers need to have students write analyses on pieces of literature. These analyses can be in essay format or small quick writes where the focus is the actual analysis and not the grammatical structure of the writing. Finally, writing strategies need to be emphasized in an English 1 course to set the stage for future English courses in high school and beyond. The teacher may use the various methods to show a skeletal framework of a 9th grade essay.
Adult Basic Education - BSHS ENG1 - High School English 1 - HS English 1 (Sentences) - English 1 students will effectively construct sentences based on California State Standards demonstrating: 1. Proper grammar, spelling, punctuation, and capitalization 2. Subject and predicate agreement 3. Use of complete sentences 4. Sentence variation (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will write a descriptive essay which will be scored using a faculty developed rubric. The scoring will be holistic with a minimum of 2 instructors scoring each essay. **Criterion:** 60% of writing samples at the end of English 1 will score a rating of "2" or "3" on a 3-point rubric on each of the sections (Spelling and Grammar, Subjects and Predicates, Complete Sentences, Sentence Variation).		
Adult Basic Education - BSHS ENG1 - High School English 1 - Introduction - English 1 students will compose a well-thought out and written introduction that supports the necessary details incorporated within the essay. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':**	**Assessment Method:** Students will write a Personal Narrative Essay and it will be assessed based on an ABE/HSR faculty developed rubric. **Criterion:** 60% of writing samples at the end of English 1 will score a rating of 2 or 3 on a 3-point rubric on each of the sections.	07/30/2009 - 12% of students scored a 3; 49% of students scored a 2; 17% of students score a 1 60.5% of students scored a 2 or a 3 on the rubric. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	08/25/2009 - In order to get the other students to the mark of 60% the instructor will explain the assignment in more detail because several of the students wrote good introductions but failed to included all the information needed. Although the class went through th

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
07/30/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** Faculty training	(Clear and concise introduction, relevance, supporting information.)	**notes:** In order to get the other students to the mark of 60% the instructor will explain the assignment in more detail because several of the students wrote good introductions but failed to included all the information needed. Although the class went through th entire writing process, many of the students are ELD and had a difficult time understanding the assignment. The next time this assignment is given the instructor will check the progress of these students at an early stage in the writing process. In addition the criterion should be changed from 60% to 70%.	entire writing process, many of the students are ELD and had a difficult time understanding the assignment. The next time this assignment is given the instructor will check the progress of these students at an early stage in the writing process. In addition the criterion should be changed from 60% to 70%.
Adult Basic Education - BSHS ENG1 - High School English 1 - Word origins - Apply knowledge of word origins to determine the meaning of new words encountered in reading materials (i.e., literal vs figurative, denotative vs connotative, mythology, etc.) (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to recognize any word origins and/or identify new words in reading materials. BASIC: Student is able to recognize at least 4 words in reading materials. PROFICIENT: Student is able to recognize at least 5 word origins and identify new words in reading materials. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/28/2010 - The data shows that 23.2% of the students achieved Below Basic and 75.8% of the students were Basic and higher on identifying word origins. Therefore, the criterion was met. Students were able to meet the criterion because the teacher spent time analyzing different word origins and also having students memorize common prefixes and suffixes that help identify word origins. Students understood the importance of knowing the origin of complex words to help them in reading comprehension. The teacher used different memorization methods, such as flashcards and/or white boards, to help the students learn the common word origins. The following is a complete breakdown of grades earned by students in English 1 on the third course SLO. 88 students or 23.2% scored below 70% 165 students or 43.4% scored between 70-79% 127 students or 33.4% scored between 80-89% **Summary of Data Type:**	01/24/2011 - Students need to continue memorizing common prefixes and suffixes to help in their reading comprehension. The best way to learn these words is to create flashcards with a prefix/suffix on one side and the definition/word origin on the other side.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Criterion Met **Summary of Data Status:** Open	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS ENG1 - High School English 1 - Response to a fictional or nonfictional document - Analyze a response to a fictional or nonfictional document using control of grammar, paragraph and sentence structure, diction, and syntax. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to write a response to a document in a 4-5 paragraph essay. Student has little to no control of grammar, paragraph and sentence structure, diction, and syntax. BASIC: Student is able to write a response to a document in 4-5 paragraph essay. Student provides very limited analysis and does not stay on topic. Student has basic control of grammar, paragraph and sentence structure, diction, and syntax. PROFICIENT: Student is able to analyze a response to a document in a 4-5 paragraph essay. Student demonstrates solid control of grammar, pragraph and sentence structure, diction, and syntax. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/28/2010 - The data shows that 21.8% of the students achieved Below Basic and 78.2% of the students were Basic and higher on writing a grammatically correct response to a document. Therefore, the criterion was met. Students may have been able to achieve at least a 75% or higher on writing an analysis essay because the grammatical structure of writing was explained in a clear and concise manner. The teacher spent time showing the students how to write grammatically correct sentences and/or paragraphs. Also, the teacher may not have focused on grammar by itself, but he/she may have focused on grammar in the context of the sentence and/or paragraph. The following is a complete breakdown of grades earned by students in English 1 for the fourth course SLO. Below basic: 83 students or 21.8% scored below 70% Basic: 152 students or 40% scored between 70-79% Proficient: 145 students or 38.2% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/24/2011 - Students need to continue practicing their writing, whether it be in short pieces or full 4 or 5-paragraph essays. They need to do frequent quick writes where the grammar is the focus of the reading/grading. Practicing grammatically correct sentences allows the students to learn and memorize the most coherent mode of communication in writing.
Adult Basic Education - BSHS ENG1 - High School English 1 - Bibliography - Prepare a bibliography (works cited) of reference materials using a variety of fiction, non-fiction, consumer, workplace, and public	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-	09/28/2010 - The data shows that 24.8% of the students achieved Below Basic and 75.2% of the students were Basic and higher on preparing a bibliography of reference materials. Therefore, the criterion was met.	01/24/2011 - In order to improve future outcomes, students need to memorize certain aspects of the MLA format, such as the order of items for citing a book. Students

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
documents in MLA format. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	created rubric below. BELOW BASIC: Student is not able to cite any sources, even with the aid of the MLA Handbook. BASIC: Student is able to cite 2 different types of sources using MLA format (i.e., one book, one website). PROFICIENT: Student is able to cite 4 different sources using MLA format. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	Students were able to achieve at least a 75% on writing a bibliography because the teacher spent time having the students memorize the steps in creating this page. The teacher reinforced the order of items and proper punctuation in each type of document that may have been used to prepare a bibliography page for a research paper. Also, the students were able to cite at least two different types of sources using the MLA format without the help of a MLA Handbook. The following is a complete breakdown of grades earned by students in English 1 for the second course SLO. 105 students or 24.8% scored below 70% 147 students or 34.8% scored between 70-79% 171 students or 40.4% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	may need some sort of ?cheat sheet? to help them cite other sources, such as an encyclopedia or online source since these types of sources are more in-depth and detailed than a book source.
Adult Basic Education - BSHS ENG1 - High School English 1 - Historic or cultural document analysis - Analyze a historically or culturally significant work of literature (i.e., short story, novel, poem, excerpt, novella, etc.). (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is not able to analyze any themes and/or recurrent patterns in a historically or culturally significant work of literature. BASIC: Student is able to analyze a historically or culturally significant work of literature by identifying at least one theme and/or recurrent pattern. PROFICIENT: Student is able to analyze a historically or culturally significant work of literature by identifying at least 2 themes	09/28/2010 - The data shows that 29% of the students achieved Below Basic and 71.1% of the students were Basic and higher on analyzing an historical work through dialogue, short writing, and/or essay. Therefore, the criterion was met. Students may have been able to achieve at least a 75% or higher on writing/discussing an analysis on a historical piece of literature because the teacher showed the students how to identify any themes and/or recurrent patterns of historical or cultural significance. The teacher also used more than one piece of literature with the same theme and/or recurrent patterns so that the students could make a connection to the analysis. The following is a complete breakdown of grades earned by students in English 1 for the fifth	01/24/2011 - In order to continue student success, faculty needs to provide students with opportunities to to read multiple forms of historical or cultural works to see that there are different ways in understanding pieces of literature. They also need to try a different analysis approach to a short story vs. a novel vs. a poem, etc.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	and/or recurrent patterns. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	course SLO. 93 students or 29% scored below 70% 162 students or 50.5% scored between 70-79% 66 students or 20.6% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS ENG2 - High School English 2 - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	07/18/2011 - For Spring 2011, the data shows that 23% of the students achieved Below Basic and 77% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students in English 2 for the course midterm and final exam. 5 students or 23% scored below 70% 6 students or 27% scored between 70-79% 6 students or 27% scored between 80-89% 5 students or 23% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - 1. 23% or 5 out of 22 students completed the final exam with an advanced rating. Based on these results, students were able to complete the final with a score of 90 or above due to clear instruction, as well as in-depth preparation. 2. 6 out of 22 students were proficient on the final exam scoring between 80-89 %. Based on these results students that fell into this category would benefit from better preparation especially on the vocabulary and literary terms section of the test. 3. 6 out of 22 students fell into the basic category scoring between 70-79% on the final exam. Based on these results, the instructor will mandate a completed study guide be turned in and reviewed prior to allowing the students to take the final. 4. 5 out of 22 students fell below basic with scores of 70% or lower on the final exam. Based on these results, the instructor will check comprehension in regards to expectations of what is on the final exam. The students should be given a more in-depth study guide

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			that needs to be fully filled out and completed, have to spend at least an hour in preparing for the final with either the tutor or instructor. The instructor suggests a better study guide be made for the final.
		09/20/2010 - The data shows that 33.2% of the students achieved Below Basic and 66.8% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in English 2 for the course midterm and final exam. 125 students or 33.2% scored below 70% 98 students or 26% scored between 70-79% 103 students or 27.3% scored between 80-89% 51 students or 13.5% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	02/28/2011 - In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam. Teachers can continue to focus on the structural features of informational materials by preparing a sample bibliography of reference materials that shows a variety of documents. They need to generate relevant questions about the readings done in class that need to be researched. Another area to focus on for teachers is a narrative analysis of grade-level-appropriate text. Teachers need to have students write analyses on pieces of literature. These analyses can be in essay format or small quick writes where the focus is the actual analysis and not the grammatical structure of the writing. Finally, writing strategies need to be emphasized in an English 2 course

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			to set the stage for future English courses in high school and beyond. The teacher may use the various methods to show a skeletal framework of a 10th grade essay but also emphasize creative writing. The teacher needs to show the students how to find his/her voice in essay writing.
Adult Basic Education - BSHS ENG2 - High School English 2 - HS English 2 (Thesis) - English 2 students will compose a well-thought out thesis that is supported by relevant details. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 07/30/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will write an "Analyzing the Plot" essay which will be evaluated against a faculty developed rubric. The scoring will be holistic with a minimum of 2 instructors scoring each essay. **Criterion:** 60% of writing samples at the end of English 2 will score a rating of "2" or "3" on a 3-point rubric on each of the sections (Clear Thesis, Relevance, Supporting Information).	07/30/2009 - 17.3% of students score a 3; 38.4% of students scores a 2; 44.3% of students scored a 1 55.7% of students scored a 2 or 3 on the rubric. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed **notes:** In order to move towards a higher percentage of students passing, examples of plot analysis essays will be shown and discussed. Many students had difficulty in differentiating between analyzing a plot and re-telling the plot. In order to rectify this, prior to the essay several small writing exercises will be completed. These exercises will take students through a step by step process of how to analyze a plot. In addition the criterion should be changed from 60% to 70%.	08/25/2009 - In order to move towards a higher percentage of students passing, examples of plot analysis essays will be shown and discussed. Many students had difficulty in differentiating between analyzing a plot and re-telling the plot. In order to rectify this, prior to the essay several small writing exercises will be completed. These exercises will take students through a step by step process of how to analyze a plot. In addition the criterion should be changed from 60% to 70%.
Adult Basic Education - BSHS ENG2 - High School English 2 - Essay Writing - Students will effectively construct and essay with all necessary components based on the California State Standards. (Created By Adult Basic Education)	**Assessment Method:** Students will write an essay to be assessed against a ABE/HSR faculty developed rubric. **Criterion:** 60% of writing samples at the end of English		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** Faculty training	1 will score a rating of 2 or 3 on a 3-point rubric on each of the sections. (writing characteristics, writing application, and writing strategy and writing conventions.)		
Adult Basic Education - BSHS ENG2 - High School English 2 - Word origins - Apply knowledge of word origins to determine the meaning of new words encountered in reading materials (i.e., literal vs figurative, denotative vs connotative, mythology, etc.) (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to recognize any word origins and/or identify new words in reading materials. BASIC: Student is able to recognize at least 4 words in reading materials. PROFICIENT: Student is able to recognize at least 5 word origins and identify new words in reading materials. **Criterion:** 70% of students will score at least Basic or above on the assessment.	07/18/2011 - For Spring 2011, the data shows that 8% of the students achieved Basic and 92% of the students were Proficient in recognizing word origins. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students in English 2. 2 students or 8% scored between 70-79% and 22 students or 92% scored between 80-89%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - 1. Based on the results for the second SLO in English 2B apply knowledge of word origins, 22 out of 24 students were able to recognize new words in reading materials as well as word origins. No changes to the assignment or curriculum are needed. 2. Likewise, 2 out of the 24 students for the SLO were able to recognize at least 4 new words and origins. The instructor will continue to emphasize vocabulary and origins in the curriculum. No changes to the curriculum need to be changed.
		09/28/2010 - The data shows that 26% of the students achieved Below Basic and 74% of the students were Basic and higher on identifying word origins. Therefore, the criterion was met. Students were able to meet the criterion because the teacher spent time analyzing different word origins and also having students memorize common prefixes and suffixes that help identify word origins. Students understood the importance of knowing the origin of complex words to help them in reading comprehension. The teacher used different memorization methods, such as flashcards and/or white boards,	01/24/2011 - Students need to continue memorizing common prefixes and suffixes to help in their reading comprehension. The best way to learn these words is to create flashcards with a prefix/suffix on one side and the definition/word origin on the other side.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		to help the students learn the common word origins. The following is a complete breakdown of grades earned by students in English 2 for the third course SLO. 57 students or 26% scored below 70% 51 students or 23.3% scored between 70-79% 111 students or 50.7% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS ENG2 - High School English 2 - Response to a fictional or nonfictional document - Analyze a response to a fictional or nonfictional document using control of grammar, paragraph and sentence structure, diction, and syntax. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to write a response to a document in a 4-5 paragraph essay. Student has little to no control of grammar, paragraph and sentence structure, diction, and syntax. BASIC: Student is able to write a response to a document in 4-5 paragraph essay. Student provides very limited analysis and does not stay on topic. Student has basic control of grammar, paragraph and sentence structure, diction, and syntax. PROFICIENT: Student is able to analyze a response to a document in a 4-5 paragraph essay. Student demonstrates solid control of grammar, pragraph and sentence structure, diction, and syntax. **Assessment Method Category:** Other **Criterion:**	07/18/2011 - For Spring 2011, the data shows that 17% of the students achieved Below Basic and 84% of the students scored Basic and higher. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students in English 2. 4 students or 17% scored below 70% 9 students or 38% scored between 70-79% and 11 students or 46% scored between 80-89%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 09/28/2010 - The data shows that 31.5% of the students achieved Below Basic and 68.5% of the	08/01/2011 - 1. Based on the results of the third SLO for English 2B 11 out of 24 students were able to analyze a response using correct grammar, sentence structure, and syntax. Most students were able to effectively analyze a response to a nonfiction/fictional document. 2. It is recommended that the instructor review the assignment and the correct process of implementation before the students begin the assignment in order to eliminate the 17% of the students that fell in the below basic rating. 3. The instructor will also give the students a rubric along with an example on how to create a correct analysis rather than a ?retelling of the document.?

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	70% of students will score at lest Basic or above on the assessment.	students were Basic and higher on writing a grammatically correct response to a document. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in English 2 for the fourth course SLO. 69 students or 31.5% scored below 70% 61 students or 27.9% scored between 70-79% 89 students or 40.6% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/24/2011 - Students may not have been able to achieve at least a 75% or higher on writing an analysis essay because the grammatical structure of writing was not explained in a clear and concise manner. Students need to practice their writing, whether it be in short pieces or full 4 or 5-paragraph essays. They need to do frequent quick writes where the grammar is the focus of the reading/grading. More practicing grammatically correct sentences allows the students to learn and memorize the most coherent mode of communication in writing. Therefore, more focus on grammar would improve essays.
Adult Basic Education - BSHS ENG2 - High School English 2 - Bibliography - Prepare a bibliography (works cited) of reference materials using a variety of fiction, non-fiction, consumer, workplace, and public documents in MLA format. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is not able to cite any sources, even with the aid of the MLA Handbook. BASIC: Student is able to cite 2 different types of sources using MLA format (i.e., one book, one website). PROFICIENT: Student is able to cite 4 different sources using MLA format. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/28/2010 - The data shows that 34.2% of the students achieved Below Basic and 65.8% of the students were Basic and higher on preparing a bibliography of reference materials. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in English 2 for the second course SLO. 54 students or 34.2% scored below 70% 49 students or 31% scored between 70-79% 55 students or 34.8% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/24/2011 - Students may not have been given enough time in memorizing the steps in creating this page. Faculty should provide opportunities and stress the importance of students needing to memorize certain aspects of the MLA format, such as the order of items for citing a book. Students may need some sort of ?cheat sheet? to help them cite other sources, such as an encyclopedia or online source since these types of sources are more in-depth and detailed than a book source.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS ENG2 - High School English 2 - Historic or cultural document analysis - Analyze a historically or culturally significant work of literature (i.e., short story, novel, poem, excerpt, novella, etc.). (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is not able to cite any sources, even with the aid of the MLA Handbook. BASIC: Student is able to cite 2 different types of sources using MLA format (i.e., one book, one website). PROFICIENT: Student is able to cite 4 different sources using MLA format. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/28/2010 - The data shows that 37.3% of the students achieved Below Basic and 62.7% of the students were Basic and higher on analyzing an historical work through dialogue, short writing, and/or essay. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in English 2 for the fifth course SLO. 59 students or 37.3% scored below 70% 45 students or 28.5% scored between 70-79% 54 students or 34.2% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/24/2011 - Faculty may assist students in improving students? ability to analyze historical works by providing more writing and discussion. Faculty could also provide more instruction on how to identify any themes and/or recurrent patterns of historical or cultural significance. Students need to read multiple forms of historical or cultural works to see that there are different ways in understanding pieces of literature. They also need to try a different analysis approach to a short story vs. a novel vs. a poem, etc.
Adult Basic Education - BSHS ENG3 - High School English 3 - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	07/18/2011 - For Spring 2011, the data shows that 33% of the students achieved Below Basic and 67% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not met. The following is a complete breakdown of grades earned by students in English 3 for the course midterm and final exam. 9 students or 33% scored below 70% 7 students or 26% scored between 70-79% 10 students or 37% scored between 80-89% 1 students or 4% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/01/2011 - 1. 3% or 1 out of 27 students completed the final exam with an advanced rating. Based on these results, students were able to complete the final with a score of 90 or above due to clear instruction, as well as in-depth preparation. 2. 37% or 10 out of 27 students were proficient on the final exam scoring between 80-89 %. Based on these results students that fell into this category would benefit from better preparation especially on the vocabulary and literary terms section of the test. 3. 26% or 7 out of 27 students fell into the basic category scoring between 70-79% on the final exam.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Grading software, scantrons			Based on these results, the instructor will mandate a completed study guide be turned in and reviewed prior to allowing the students to take the final. 4. 33% or 9 out of 27 students fell below basic with scores of 70% or lower on the final exam. Based on these results, the instructor will check comprehension in regards to expectations of what is on the final exam. The students should be given a more in-depth study guide that needs to be fully filled out and completed, have to spend at least an hour in preparing for the final with either the tutor or instructor. The instructor suggests a better study guide be made for the final.
		09/20/2010 - The data shows that 84.9% of the students achieved Basic or higher and 15.1% of the students were Below Basic on the English 3 midterm or final exam. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students in English 3 for the course midterm and final exam. 30 students or 15.1% scored below 70% 80 students or 40.2% scored between 70-79% 78 students or 39.2% scored between 80-89% 11 students or 5.5% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/28/2011 - Although the criterion was met, a number of things are always suggested with regards to . Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam. Teachers need to focus on vocabulary development and word analysis since this is the year that many students will be taking the SAT/ACT. The teacher can give SAT vocabulary for the students to memorize or vocabulary that is pulled from the literature being

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			read in the class or both types of vocabulary. Teachers need to continue to focus on essay writing in English 3, but not use formulaic strategies. Teachers need to concentrate more on the written conventions of essay writing by having the students write daily, whether the writings are quick and short paragraphs or full essays where the students are allowed a considerable amount of time to formulate their thoughts on paper. Finally, teachers should use research and technology in their lessons/final exams to help the students when they are asked to write research papers for high school and eventually college. The 11th grade year tends to be the year of writing a research paper.
Adult Basic Education - BSHS ENG3 - High School English 3 - HS English Writing - Students will effectively construct an essay with all necessary components based on the California State Standards. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010 **Course Outcome Status:** Actively Assessing	**Assessment Method:** 11/1/2007 High School English instructors will grade on essay from all students in English 3 and 4 using a rubric based in the California State writing standards. The scoring will be holistic with a minimum of 3 instructors scoring each essay. **Criterion:** a. 80% of writing samples at the end of English 3 and English 4 will pass the high school rubirc for writing strategies. Students will score a rating of "strong" or "effective" on each section. b. 80% of writing samples at the end of English 3 and English 4 will pass the high school rubric for writing applications. Students will score a rating of "strong" or "effective" on each section. c. 80% of writing samples at the	06/07/2007 - a. 78% of writing samples of English 3 and English 4 pass the high school rubric for writing strategies. The average score being 76%. 45% of students score a rating of "strong" or "effective" on each section. b. 72% of writing samples of English 3 and English 4 pass the high school rubric for writing applications. The average score being 73%. 33% of students score a rating of "strong" or "effective" on each section. c. 63% of writing samples of English 3 and English 4 pass the high school rubric for writing conventions. The average score being 69%. 30% of students score a rating of "strong" or "effective" on each section. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	03/04/2008 - Teachers are examining ways to help students pass the high school rubric for writing at 80% per section and score a rating of "strong" or "effective" on each section. 03/04/2008 - English 3 and 4 syllabi have been changed to eliminate longer assignments and decrease overall student hours.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	end of English 3 and English 4 will pass the high school rubric for writing conventions. Students will score a rating of "strong" or "effective" on each section.		
	Assessment Method: Students will complete assignment #22 by writing a Reflective Essay. **Criterion:** 80% of students will score at least 80% on each section (writing characteristics, writing application, writing strategy, and writing conventions) of the faculty created rubric.	06/16/2010 - -55% of the writing samples of English 3A pass the high school rubric for writing characteristics, Focus and Construction. For those passing the average score was 92%. The average score for all samples was 79%. 65% received strong or effective on each section of Focus and Construction. -40% of the writing samples of English 3A pass the high school rubric for writing application and strategy, Organization and Word Choice. For those passing the average score was 93%. The average score for all samples was 78.6%. 50% received strong or effective on each section of Organization and Word Choice. -40% of the writing samples of English 3A pass the high school rubric for writing conventions, Construction of Language. For those passing the average score was 88.5%. The average score for all samples was 70%. 45% received strong or effective on each section of Construction of Language. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/16/2010 - Based on the results: 1. The curriculum should be changed so that the graphic organizer and rough draft be worth some points towards grade. 2. A graphic organizer and rough draft must be reviewed by instructor/tutor prior to allowing student to continue with essay. 3. Check with student for complete understanding, organization, and formatting of the essay 4. Suggest adding a few writing conventions as well as grammar assignments to the curriculum. 5. Make the rubric student friendly. 6. Change the SLO to read 70% of students will score at least 75% in each section.
Adult Basic Education - BSHS ENG3 - High School English 3 - Persuasive Essay - Students will write a persuasive essay. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010 **Course Outcome Status:** Actively Assessing	**Assessment Method:** Students will complete assignment #22 by writing a Persuasive essay **Criterion:** 80% of students will score at least an 80% in each category (claim, evidence for and against, solution, tone and voice)of the faculty created rubric.	06/16/2010 - -60% of the writing samples of English 3A passed the high school rubric for writing characteristics, Claim. For those passing, the average score was 88%. The average score for all samples was 77%. 46 % received strong or effective on each section of Claim. -33% of the writing samples of English 3A passed the high school rubric for writing characteristics, evidence and solution. For those passing, the average score was 84.5%. The average score for all samples was 74.3%. 40 % received strong or	06/16/2010 - Based on the results: 1. A writing checklist should be implemented in order to guide students through the persuasive writing process 2. A graphic organizer and rough draft should be reviewed by instructor/tutor prior to allowing student to continue with essay. 3. Suggest adding a few writing

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		effective on each section of evidence and solution. -40% of the writing samples of English 3A passed the high school rubric for writing characteristics, Tone and Voice. For those passing the average score was 86%. The average score for all samples was 71%. 37% received strong or effective on each section of Tone and Voice. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	convention and grammar assignments to curriculum 4. Make the rubric student friendly 5. Change the SLO to read 70% of students will score at least 75% in each section 6. Check student for complete understanding in formatting and understanding of assignment.
Adult Basic Education - BSHS ENG3 - High School English 3 - Word origins - Apply knowledge of word origins to determine the meaning of the word and use these new words as they are encountered in reading materials (i.e., etymology, Greek, Latin, Anglo-Saxon roots, analogies, etc.). (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to identify word origins for new words in the reading materials. BASIC: Student is able to identify word origins for new words in reading materials and determine the meaning of those words. PROFICIENT: Student is able to identify word origins for new words, determine the meaning of those words, and use those words accurately. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	07/18/2011 - For Spring 2011, the data shows that 18% of the students achieved Below Basic and 82% of the students were Basic and higher. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students in English 3. 3 students or 18% scored below 70% and 14 students or 82% scored between 80-89%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - 1. Based on the results of this SLO, it is obvious that the majority of the students, 82%, can understand and decipher word meaning through the use of base and roots. For this group of students the instructor will continue to assist and prepare students in the same manner 2. Based on the results, 18% fell below basic on the SLO. It is the recommendations of the instructor that more assignments directly related to Greek/Latin roots are embedded into the curriculum in order for the students to get a better understanding of what is being asked of them. The assignment related to this SLO is not a highlight of the total assignment.
Adult Basic Education - BSHS ENG3 - High School English 3 - Imagery, personification,	**Assessment Method:** Faculty will determine appropriate means	07/18/2011 - For Spring 2011, the data shows	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
figures of speech, and sounds - Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke the reader's emotions. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to describe a poet's use of imagery, personification, figures of speech, and sounds. BASIC: Student is able to describe poet's use of imagery, personification, figures of speech, and sounds. PROFICIENT: Student is able to describe how a poet's use of imagery, personification, figures of speech, and sounds to evoke the reader's emotion. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	that 100% achieved Basic and higher. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students in English 3. 3 students or 15% scored between 70-79% 17 students or 85% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - 1. Based on the results of this SLO, the majority of the students, 85%, were able to analyze a poem utilizing imagery, personification, figure of speech, and emotion with a proficient rating. It is belief of the instructor that an ample amount of preparation is given to the students prior to this assignment. 2. In accordance, 15% of the students under the basic rating. In order to maintain and increase the rating, the instructor will continue review of literary terms and their usage by showing examples of several different poems and their authors intentions.
Adult Basic Education - BSHS ENG3 - High School English 3 - Historical investigative report - Write a historical investigative report that conveys a well defined perspective and tightly-reasoned argument. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to write a historical investigative report. Student provides no analysis or argument (5 paragraph essay). BASIC: Student is able to write a historical investigative report (5 paragraph essay). Student provides limited analysis, the argument lacks evidencem and the student does not stay on topic. PROFICIENT: Student is able to write a historical investigative report (5 paragraph essay). Student provides insightful analysis, a tightly reasoned argument, and stays on	09/29/2010 - The data shows that 9% of the students achieved Below Basic and 91% of the students were Basic and higher on preparing a historical report of reference materials. Therefore, the criterion was met. Students were able to achieve at least a 75% on writing a historical report because the teacher spent time showing the students how to formulate an insightful analysis, a tightly reasoned argument, and also made sure the students stayed on topic in their papers. Students proved that they can formulate a coherent investigative report. The following is a complete breakdown of grades earned by students in English 3 for the second course SLO. 18 students or 9% scored below 70%	01/24/2011 - Students may need to fine tune their analyses to produce a more in-depth interpretation of the literature they use in their report. Also, the students may need to write several drafts of their paper to ensure they are truly on topic throughout the entire document.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	topic **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	68 students or 34.2% scored between 70-79% 113 students or 56.8% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS ENG3 - High School English 3 - Author position/belief - Analyze grade-level appropriate material based on the author's position/belief. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may or may not be able to identify the author's position/belief, but he/she is unable to describe how it affects the argument. BASIC: Student is able to identify the author's position/belief and provide examples from the text. PROFICIENT: Student is able to analyze the piece of literature based on the author's position/belief, explaining how the position/belief affects his/her argument. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/29/2010 - The data shows that 9% of the students achieved Below Basic and 91% of the students were Basic and higher on author analysis. Therefore, the criterion was met. Students were able to meet the criterion because the teacher spent time showing different ways to identify the author?s position/belief. The teacher may also have shown weak analyses so that the students could know a difference between a good and thorough analysis and an analysis that just skims the surface of the author?s meaning. The teacher also chose age-appropriate literature that was meaningful to the students and they found interesting to analyze. The teacher may have even written his/her own analysis to show the process to the students. The following is a complete breakdown of grades earned by students in English 3 for the third course SLO. 18 students or 9% scored below 70% 78 students or 39.2% scored between 70-79% 103 students or 51.8% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/24/2011 - Students need to continue reading short pieces of literature and do in-depth analyses after reading each piece. The students need to practice their writing skills in these analyses and the more frequent analyses, the better the writing.
Adult Basic Education - BSHS ENG4 - High School English 4 - Final Exam - Students will pass the final exam. (Created By Adult Basic Education)	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam.	09/20/2010 - The data shows that 45% of the students achieved Below Basic and 55% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was not	02/28/2011 - In order to improve student outcomes on the final exam, a number of things are

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
SLO/GEO Start Date: 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	met. The exam the students took for this course did not meet the needs of the SLO. The following is a complete breakdown of grades earned by students in English 4 for the course midterm and final exam. 18 students or 45% scored below 70% 11 students or 27.5% scored between 70-79% 9 students or 22.5% scored between 80-89% 2 students or 5% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam. Teachers need to continue to focus on essay writing in English 4, but not use formulaic strategies. Teachers need to concentrate more on the written conventions of essay writing by having the students write daily, whether the writings are quick and short paragraphs or full essays where the students are allowed a considerable amount of time to formulate their thoughts on paper. Finally, teachers should use research and technology in their lessons/final exams to help the students when they are asked to write research papers for high school and eventually college. The teacher can use methods from the 11th grade year to hone in on more specific ways to write a coherent, multiple-page paper.
Adult Basic Education - BSHS ENG4 - High School English 4 - HS English Writing - Students will effectively construct an essay with all necessary components based on the California State Standards. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010	**Assessment Method:** 11/1/2007 High School English instructors will grade on essay from all students in English 3 and 4 using a rubric based in the California State writing standards. The scoring will be holistic with a minimum of 3 instructors scoring each essay. **Criterion:**	06/07/2007 - a. 78% of writing samples of English 3 and English 4 pass the high school rubric for writing strategies. The average score being 76%. 45% of students score a rating of "strong" or "effective" on each section. b. 72% of writing samples of English 3 and English 4 pass the high school rubric for writing applications. The average score being 73%. 33% of students score a	03/04/2008 - 3/4/2008 Teachers are examining ways to help students pass the high school rubric for writing at 80% per section and score a rating of "strong" or "effective" on each section. 3/4/2008 English 3 and 4 syllabi have been changed to eliminate

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Not Actively Assessing	a. 80% of writing samples at the end of English 3 and English 4 will pass the high school rubric for writing strategies. Students will score a rating of "strong" or "effective" on each section. b. 80% of writing samples at the end of English 3 and English 4 will pass the high school rubric for writing applications. Students will score a rating of "strong" or "effective" on each section. c. 80% of writing samples at the end of English 3 and English 4 will pass the high school rubric for writing conventions. Students will score a rating of "strong" or "effective" on each section.	rating of "strong" or "effective" on each section. c. 63% of writing samples of English 3 and English 4 pass the high school rubric for writing conventions. The average score being 69%. 30% of students score a rating of "strong" or "effective" on each section. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	longer assignments and decrease overall student hours.
	Assessment Method: Students will complete assignment #43 by writing the Utopia essay. **Criterion:** 80% of students will score at least 80% on each section (writing characteristics, writing application, writing strategy, and writing conventions) of the faculty created rubric.	06/16/2010 - -55% of the writing samples of English 3A pass the high school rubric for writing characteristics, Focus and Construction. For those passing the average score was 92%. The average score for all samples was 79%. 65% received strong or effective on each section of Focus and Construction. -40% of the writing samples of English 3A pass the high school rubric for writing application and strategy, Organization and Word Choice. For those passing the average score was 93%. The average score for all samples was 78.6%. 50% received strong or effective on each section of Organization and Word Choice. -40% of the writing samples of English 3A pass the high school rubric for writing conventions, Construction of Language. For those passing the average score was 88.5%. The average score for all samples was 70%. 45% received strong or effective on each section of Construction of Language. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/16/2010 - Based on the results: 1. The curriculum should be changed so that the graphic organizer and rough draft be worth some points towards grade. 2. A graphic organizer and rough draft must be reviewed by instructor/tutor prior to allowing student to continue with essay. 3. Check with student for complete understanding, organization, and formatting of the essay 4. Suggest adding a few writing conventions as well as grammar assignments to the curriculum. 5. Make the rubric student friendly. 6. Change the SLO to read 70% of students will score at least 75% in each section.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS ENG4 - High School English 4 - HS English 4 (Project) - English 4 students will effectively analyze societal problems and develop appropriate solutions. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 12/14/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** All submissions of assignment (AD-Utopia, Dystopia Project) will be extracted by the faculty and evaluated against a faculty developed rubric. The scoring will be holistic with a minimum of 2 instructos scoring each project. **Criterion:** 70% of project samples at the end of English 4 will score a rating of "2" or "3" on a 3-point rubric on each of the sections (Relevance, Analysis of Information, Reasonable Solutions).	12/14/2009 - 64% of students scored at least a 2 on the rubric for relevance. 43% of students scored at least a 2 on the rubric for analysis of information. 36% of students scored at least a 2 on the rubric for reasonable solutions **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/06/2010 - Students had difficulty organizing their information. The project assignment should be revised to remind students to review the project with the instructor before beginning. In addition, a graphic organizer should be included to help students organize their research.
Adult Basic Education - BSHS ENG4 - High School English 4 - Persuasive Essay - Students will write a persuasive essay. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will complete assignment #13 by writing a persuasive essay. **Criterion:** 80% of students will score a strong or effective in each category (claim, evidence for and against, solution, and tone and voice) of the faculty created rubric.	06/16/2010 - -60% of the writing samples of English 3A passed the high school rubric for writing characteristics, Claim. For those passing, the average score was 88%. The average score for all samples was 77%. 46 % received strong or effective on each section of Claim. -33% of the writing samples of English 3A passed the high school rubric for writing characteristics, evidence and solution. For those passing, the average score was 84.5%. The average score for all samples was 74.3%. 40 % received strong or effective on each section of evidence and solution. -40% of the writing samples of English 3A passed the high school rubric for writing characteristics, Tone and Voice. For those passing the average score was 86%. The average score for all samples was 71%. 37% received strong or effective on each section of Tone and Voice. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	06/16/2010 - Based on the results: 1. A writing checklist should be implemented in order to guide students through the persuasive writing process 2. A graphic organizer and rough draft should be reviewed by instructor/tutor prior to allowing student to continue with essay. 3. Suggest adding a few writing convention and grammar assignments to curriculum 4. Make the rubric student friendly 5. Change the SLO to read 70% of students will score at least 75% in each section 6. Check student for complete understanding in formatting and understanding of assignment.

Adult Basic Education - BSHS ENG4 - High

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
School English 4 - Word origins - Apply knowledge of word origins to determine the meaning of the word and use these new words as they are encountered in reading materials (i.e., etymology, Greek, Latin, Anglo-Saxon roots, analogies, etc.). (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to identify word origins for new words in the reading materials. BASIC: Student is able to identify word origins for new words in reading materials and determine the meaning of those words. PROFICIENT: Student is able to identify word origins for new words, determine the meaning of those words, and use those words accurately. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS ENG4 - High School English 4 - Imagery, personification, figures of speech, and sounds - Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke the reader's emotions. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to describe a poet's use of imagery, personification, figures of speech, and sounds. BASIC: Student is able to describe poet's use of imagery, personification, figures of speech, and sounds. PROFICIENT: Student is able to describe how a poet's use of imagery, personification, figures of speech, and sounds to evoke the reader's emotion. **Assessment Method Category:** Other	09/29/2010 - The data shows that 12.5% of the students achieved Below Basic and 87.5% of the students were Basic and higher on analyzing poetry. Therefore, the criterion was met. The short poetry analysis for this course did meet the needs of the SLO. Students may have been able to achieve at least a 75% or higher on analyzing poetry because the teacher spent time showing the analysis process in understanding a poem. The teacher may have analyzed a poem with the class to model his/her expectations and then monitored the students as they tacked a poem on their own or in small groups of 2 or 3 people. The following is a complete breakdown of grades earned by students in English 4 for the fourth course SLO.	01/24/2011 - Students need to learn the analysis process and use it throughout their education. They also need to read more poetry and practice the same in-depth analysis they modeled in class to pass the SLO criterion. Continued instructional techniquest that included analysis of poetry is recommended.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Criterion: 70% of students will score at least Basic or above on the assessment.	5 students or 12.5% scored below 70% 10 students or 25% scored between 70-79% 25 students or 62.5% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS ENG4 - High School English 4 - Historical investigative report - Write a historical investigative report that conveys a well defined perspective and tightly-reasoned argument. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is unable to write a historical investigative report. Student provides no analysis or argument (5 paragraph essay). BASIC: Student is able to write a historical investigative report (5 paragraph essay). Student provides limited analysis, the argument lacks evidencem and the student does not stay on topic. PROFICIENT: Student is able to write a historical investigative report (5 paragraph essay). Student provides insightful analysis, a tightly reasoned argument, and stays on topic **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/29/2010 - The data shows that 7.5% of the students achieved Below Basic and 92.5% of the students were Basic and higher on preparing a historical report of reference materials. Therefore, the criterion was met. . Students were able to achieve at least a 75% on writing a historical report because the teacher spent time showing the students how to formulate an insightful analysis, a tightly reasoned argument, and also made sure the students stayed on topic in their papers. Students proved that they can formulate a coherent investigative report. The following is a complete breakdown of grades earned by students in English 3 for the second course SLO. 3 students or 7.5% scored below 70% 7 students or 17.5% scored between 70-79% 30 students or 75% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/24/2011 - Students may need to fine tune their analyses to produce a more in-depth interpretation of the literature they use in their report. Also, the students may need to write several drafts of their paper to ensure they are truly on topic throughout the entire document. _____
Adult Basic Education - BSHS ENG4 - High School English 4 - Author position/belief - Analyze grade-level appropriate material based on the author's position/belief. (Created By Adult Basic Education)	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-	09/29/2010 - The data shows that 5% of the students achieved Below Basic and 95% of the students were Basic and higher on author analysis. Therefore, the criterion was met.	01/24/2011 - Students need to continue reading short pieces of literature and do in-depth analyses after reading each piece. The students need to practice their

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
SLO/GEO Start Date: 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	created rubric below. BELOW BASIC: Student may or may not be able to identify the author's position/belief, but he/she is unable to describe how it affects the argument. BASIC: Student is able to identify the author's position/belief and provide examples from the text. PROFICIENT: Student is able to analyze the piece of literature based on the author's position/belief, explaining how the position/belief affects his/her argument. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	Students were able to meet the criterion because the teacher spent time showing different ways to identify the author?s position/belief. The teacher may also have shown weak analyses so that the students could know a difference between a good and thorough analysis and an analysis that just skims the surface of the author?s meaning. The teacher also chose age-appropriate literature that was meaningful to the students and they found interesting to analyze. The teacher may have even written his/her own analysis to show the process to the students. The following is a complete breakdown of grades earned by students in English 4 for the third course SLO. 2 students or 5% scored below 70% 13 students or 32.5% scored between 70-79% 25 students or 62.5% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	writing skills in these analyses and the more frequent analyses, the better the writing. ―――――――――――――――
Adult Basic Education - BSHS GEOG - High School Geography - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software)	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/20/2010 - The following is a complete breakdown of grades earned by students in Geography for the course midterm and final exam. 26 students or 20.2% scored below 70% 21 students or 16.3% scored between 70-79% 38 students or 29.5% scored between 80-89% 44 students or 34.1% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide. ―――――――――――――――

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Other Resources Required: Grading software, scantrons			
Adult Basic Education - BSHS GEOG - High School Geography - Human settlements - High school geography students will be able to describe the physical and human features that geographers study (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 07/07/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbook, computer software **Training Resources Required:** faculty training	**Assessment Method:** Students will be required to complete a project in which they discuss regional differences and the relationship between humans and their physical environment . **Assessment Method Category:** Other **Criterion:** 70% of all students will score at least a 70% out of 100 on a faculty developed rubric. a. 70% of students will be able to explain the difference between absolute and relative location b. 70% of students will be able to discuss/describe differences between formal region, functional region and perceptual region c. 70% of students will be able to locate specific locations/coordinates on a map d. 70% of students will be able to identify movement of people, goods, and ideas	07/07/2009 - a. 81% of students were able to explain the difference between absolute and relative location b. 70% of students were able to explain the difference between formal, functional and perceptual region c. 83% are able to locate specific locations/coordinates on a map d. 72% are able to identify the movement of people, goods and ideas **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Because I achieved only the minimum scores for students who could explain the difference between formal, functional and perceptual regions I plan to spend an additional period teaching these concepts; I will also spend additional time explaining the movement of people, goods and ideas. Because of the successful results associated with student mastery of absolute and relative location I will continue with my established approach.	08/25/2009 - Because I achieved only the minimum scores for students who could explain the difference between formal, functional and perceptual regions I plan to spend an additional period teaching these concepts; I will also spend additional time explaining the movement of people, goods and ideas. Because of the successful results associated with student mastery of absolute and relative location I will continue with my established approach.
Adult Basic Education - BSHS GEOG - High School Geography - Latin America - High school geography students will analyze the physical and cultural geography of Latin America (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:**	**Assessment Method:** Students will complete a project which requires them to analyze the connections between the physical and cultural geography of Latin America. **Assessment Method Category:** Other		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
faculty training	**Criterion:** 70% of all students will score at least a 70% out of 100 on a faculty developed rubric. a. 70% of students will be able to describe the physical geography of Latin America b. 70% of students will be able to describe the cultural geography of Latin America		
Adult Basic Education - BSHS GEOG - High School Geography - Regions of the Earth - Analyze various regions of the earth and locate both physical and political representations on a map. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is able to identify 3 regions of the earth. Student is able to list and identify some countries in the region. Student can identify 1-2 significant physical geographic landmarks within each region. BASIC: Student is able to identify and analyze 4 regions of the earth. Student is able to list and identify most of the countries in the region. Student can identify and explain 2-3 significant physical geographic landmarks within each region. PROFICIENT: Student is able to identify and analyze 5 regions of the earth. Student is able to list and identify all of the countries in the region. Student can identify and explain 3-4 significant physical geographic landmarks within each region. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/29/2010 - The following is a complete breakdown of grades earned by students in Geography for the second course SLO. 22 students or 17.1% scored below 70% 29 students or 22.5% scored between 70-79% 78 students or 60.5% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Instruction for the upcoming school year will remain the same.
Adult Basic Education - BSHS GEOG - High School Geography - Human bearing - Analyze the human bearing on the earth	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written	09/29/2010 - The following is a complete breakdown of grades earned by students in Geography for the third course SLO.	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
including the diversity of cultural mosaics, patterns of settlement, and the use of resources. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student analyzes and identifies 3 distinct cultural regions and groups. Student indentifies how, where, and when 3 people groups have settled on the earth. Student explains the similarities and differences between 2 different cultural groups use of resources. BASIC: Student analyzes and identifies 4 distinct cultural regions and groups. Student identifies how, where, and when 4 people groups have settled on the earth. Student explains the similarities and differences between 3 different cultural groups use of resourses. PROFICIENT: Student analyzes and identifies 5 distinct cultural regions and groups. Student identifies how, where, and when 5 people groups have settled on the earth. Student explains the similarities and differences between 4 different cultural groups use of resources. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	21 students or 16.3% scored below 70% 27 students or 20.9% scored between 70-79% 81 students or 62.8% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Instruction for the upcoming school year will remain the same.
Adult Basic Education - BSHS GEOM - High School Geometry - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	07/18/2011 - For Spring 2011, the data shows that 19% of the students achieved Below Basic and 81% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was met. The following is a complete breakdown of grades. 5 students or 19% scored below 70% 18 students or 69% scored between 70-79% and 3 students or 12% scored between 80-89%. **Summary of Data Type:** Criterion Met	08/01/2011 - It is recommended that students complete a pre-test for each chapter before completing the actual chapter test. This pre-test will not carry the same weighted grade as the regular tests and quizzes, but will allow students to become aware of areas that they need to improve before completing the chapter test. Results of the pre-test will be shared with the

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons		**Summary of Data Status:** Open	students prior to them completing the chapter test and recommendations for improvement will be made.
		09/20/2010 - 58.1% of the students scored basic or above on the final exam. The criterion isn?t met but this percentage is decent. The following is a complete breakdown of grades earned by students in Geometry for the course midterm and final exam. 575 students or 41.7% scored below 70% 343 students or 24.0% scored between 70-79% 269 students or 19.5% scored between 80-89% 189 students or 13.7% scored 90% or higher 4 students or 0.3% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/21/2011 - Geometry has many theorems and formulas that students have to remember and with such a short amount of time for summer school courses, this can be difficult. Students can create a cheat sheet as they go of all formulas and theorems from different chapters, this way they will have a full compellation when its time to take the final exam.
Adult Basic Education - BSHS GEOM - High School Geometry - Parallel Lines - Students will apply theorems involving the properties of parallel lines. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/20/2009 **Course Outcome Status:** Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** Faculty training	**Assessment Method:** Students will complete the textbook problem set for chapter 3 section 3. **Criterion:** 70% of the students will achieve a score of 70% or better on the assigned questions. Assignments will be graded by a math instructor as either correct or incorrect.	06/10/2010 - 79% of the 9 students were able to correctly identify the different angles and then apply theorems and postulates to determine the requires angle measures. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/10/2010 - The target percent was achieved, however: -More emphasis will be placed on the examples used in the notes so that more students will be successful on this topic. -Student aides will also be apprised of the results so that extra assistance is provided in this area.
Adult Basic Education - BSHS GEOM - High School Geometry - Pythagorean Theorem - Geometry students will be able to use the Pythagorean Theorem to find the measure	**Assessment Method:** Each student will complete the right triangles worksheet #1-13.	07/30/2009 - 27 of 38 students (71%) achieved a score of 70% or better. **Summary of Data Type:**	08/25/2009 - Had there been more class time to complete the assignment, a higher percentage of

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
of an unknown side of a right triangle. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/20/2009 **Intended Date to Complete 'Use of Results':** 07/30/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** faculty training	**Criterion:** 70% of the students will achieve a score of 70% or better on the assigned questions. The students' responses will be graded by a math instructor as either correct or incorrect.	Criterion Met **Summary of Data Status:** Closed **notes:** Had there been more class time to complete the assignment, a higher percentage of students would have achieved 70% or higher. This assignment was part of a 2-part assignment to be completed in class. The data shows that the majority of incorrect answers were from questions 8-13, the later part of the assignment. Many were left blank due to lack of time given. A modification could be that this assignment could be separated from the other assigned work for this lesson. If the work cannot be separated, more time should be alloted.	students would have achieved 70% or higher. This assignment was part of a 2-part assignment to be completed in class. The data shows that the majority of incorrect answers were from questions 8-13, the later part of the assignment. Many were left blank due to lack of time given. A modification could be that this assignment could be separated from the other assigned work for this lesson. If the work cannot be separated, more time should be alloted.
Adult Basic Education - BSHS GEOM - High School Geometry - Proofs - Students will write geometric proofs. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will write two-column proofs using the chapter 2 test. **Criterion:** 70% of the students will achieve a score of 70% or better on the assigned questions. The students' responses will be graded by a math instructor as either correct or incorrect.		
Adult Basic Education - BSHS GEOM - High School Geometry - Similar triangles - Given two similar triangles, utilize principles of similarity and congruence to calculate the unknown sides of a triangle. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: The student cannot determine the ratio between the sides of two similar triangles. (One has sides all having a known length; for the other, one	09/28/2010 - 57.5% of students scored at least basic on this SLO. The criterion wasn?t met but unfortunately 11.6% of students didn?t attempt this SLO so when the data is recalculated about 535 out of 833 students scored at least basic which is about 64% which is much higher. The following is a complete breakdown of grades earned by students in Geometry for the second course SLO.	01/21/2011 - Students can do more hands-on activities with triangles to understand similar and congruent triangles. It might be helpful for students to also use ratios to compare triangles to understand similar and congruent triangles which will then help them calculate the unknown sides of triangles.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
No	side has a known length.) BASIC: The student determines the ratio between corresponding sides of two similar triangles. However, the student is not able to set up a proportion to solve one unknown side. PROFICIENT: Utilizing properties related to similarity and congruency, the student is able to calculate the length for each unknown side of a triangle. ADVANCED: The student is able to calculate unknown sides of a quadrilateral if given two similar quadriterals -- one having all its sides of known length; for the other, the length of one side is known. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	288 students or 30.9% scored below 70% 254 students or 27.3% scored between 70-79% 148 students or 15.9% scored between 80-89% 133 students or 14.3% scored 90% or higher 108 students or 11.6% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS GEOM - High School Geometry - Calculating unknown angles - Given a parallelogram with interior lines and the measures of certain angles, calculate unknown angles using geometric properties and theorems that involve parallel lines cut by a transversal. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: The student cannot determine the measure of all unknown angles that can be calculated utilizing the concepts of complementary and/or supplementary angles. BASIC: The student is able to calculate all unknown angles determinable by utilizing the properties of complementary and/or supplementary angles. PROFICIENT: The student is able to calculate all angles determinable based upon the sums of interior angles, as well as utilizing principles that involve angular complements and supplements.	07/18/2011 - For Spring 2011, the data shows that 100% of the students achieved Basic and higher. Therefore, the criterion was met. The following is a complete breakdown of grades earned by students. 1 students or 3% scored between 70-79% 2 students or 7% scored between 80-89% 24 students or 89% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 09/28/2010 - Only 36.7% of students scored below basic on this SLO leaving 63.2% scoring basic or above. This didn?t meet the criterion but this is still a good result. The following is a complete breakdown of grades	08/01/2011 - Students are meeting the requirements of this SLO. Changes to this SLO are not recommended at this time because the results do not match the results for the cumulative course exam. Students use their textbooks and notes, and get help from the instructor and tutors when completing their class assignments, whereas, with quizzes and tests they receive no help. 01/21/2011 - The majority of students seem to show an understanding of calculating missing angles within a parallelogram but there can be some improvement. Often times,

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	ADVANCED: The student successfully determines the measure of all unknown angles within the parallelogram using properties of angular complements and supplements, sums of interior angles, and theorems that involve prallel lines cut by a transversal. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	earned by students in Geometry for the third course SLO. 342 students or 36.7% scored below 70% 207 students or 22.2% scored between 70-79% 190 students or 20.4% scored between 80-89% 192 students or 20.6% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	students don?t have full understanding of the properties of parallel lines cut by transversals. Students should make flash cards with LABELED diagrams of this to help ensure mastery of the all the properties. Also, teachers can have pop quizzes throughout the class with diagrams and have students label these appropriately and have them solve problems using this flash card.
Adult Basic Education - BSHS GEOM - High School Geometry - Area, lengths of arcs, and degree measures of angles - Students solve problems with circles for area, lengths of arcs, degree measures of angles and their related arcs, and lengths of line segments (radii, chords, secant lines, tangents, and diameters). (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student cannot correctly solve for both the area and the circumference of a circle given the circle's radius. BASIC: Student can solve bothe the circumference and area of a circle given either circle's radius or diameter, as well as namimng the line types related to a circle. PROFICIENT: Student can correctly determine the degree measure of intercepted arcs, as well solving for both circumference and area of the circle given either the circle's radius or diameter. ADVANCED: Student can correctly solve a problem with a circle and its related lines - determining lengths of various line segments and degree measures for intercepted arcs, as well as the measure of resulting interior and exterior angles. **Assessment Method Category:**	09/28/2010 - 65.1% of students scored at least basic on this SLO. Although this didn?t meet the criterion, 45.5% of these studenst scored proficient or advanced which is excellent. The following is a complete breakdown of grades earned by students in Geometry for the fourth course SLO. 324 students or 37.9% scored below 70% 206 students or 24.1% scored between 70-79% 188 students or 22% scored between 80-89% 135 students or 15.8% scored 90% or higher 1 student or 0.1% was not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/21/2011 - This SLO has many parts to it so teachers can review the topics through warm-ups on a daily basis. Also, students can make flash cards with a LABELED circle with all its parts (radius, area, arc length, chords, secant and tangent lines). In addition, it?s helpful if students have a flashcard with all the formulas needed to find parts of the circle so that they can memorize and have them to refer to. Teachers should review release CST questions that are on circles.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS GEOM - High School Geometry - Areas of geometric shapes - Compute areas for basic polygons - squares, rectangles, prallelograms, triangles, and trapezoids. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student correctly calculates the area of fewer than three basic polygons. BASIC: Student correctly calculates the areas of at least three basic polygons. PROFICIENT: Student correctly calculates the area of at least four basic polygons. ADVANCED: Student is able to correctly calculate the area of an irregular polygon by utilizing principles involved in the calculation of areas for regularly shaped polygons, as well as being able to determine the area of five basic polygons. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/28/2010 - The following are the results based on the ratings from the faculty created rubric: Below basic: 157 students/35% Basic: 88 students/19.6% Proficient: 130 students/29% Advanced: 74 students/16.5% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS GRAP - High School Advanced Graphics/Printing - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Not Actively Assessing **Is this SLO also a GEO?:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons			
Adult Basic Education - BSHS GRAP - High School Advanced Graphics/Printing - Design Fundamentals - Understand the design fundamentals for creating graphics using CRAP Principles (Contrast, Repetition, Alignment, and Proximity). (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 07/06/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** faculty training	**Assessment Method:** Each student will complete the Me, Myself & I- Photo Project. In the final phase of the project students will be required to produce three 20 X 30 posters using CRAP Principles. The student projects will be graded by the instructor against an instructor developed rubric. **Criterion:** 75% of the students will score a rating of 70% or better on each of the sections (Contrast, Repetition, Alignment, and Proximity).	07/06/2009 - 86% of the students (30 out of 35) passed each section of the CRAP Principles Rubric with 70% or better. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** In-depth analysis of the data revealed areas that should be addressed in the future. 1. The concept of Alignment must be taught in greater detail. This section had the lowest percentage of passing students (73%). 2. The Proximity section didn?t figure into this project significantly and thus the passing percentage (97%) and apparent grasp of this concept may have been skewed.	08/25/2009 - In-depth analysis of the data revealed areas that should be addressed in the future. 1. The concept of Alignment must be taught in greater detail. This section had the lowest percentage of passing students (73%). 2. The Proximity section did not figure into this project significantly and thus the passing percentage (97%) and apparent grasp of this concept may have been skewed.
Adult Basic Education - BSHS GRAP - High School Advanced Graphics/Printing - Computer Graphics - Students will be able to apply various techniques to solve computer graphics problems using masking, filters & styles. (Created By Adult Basic Education)	**Assessment Method:** Each student will complete the Me, Myself & I- Photo Project (photo correction & rendering techniques in Photoshop, using Levels, Curves, Thresholds, Masking, Filters, etc). The student projects will be graded by the instructor against an		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** faculty training	instructor developed rubric. **Criterion:** 75% of the students will score a rating of 2 or 3 on a 3-point rubric on each of the sections (Contrast, Repetition, Alignment, and Proximity).		
Adult Basic Education - BSHS HLTH - High School Health - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/20/2010 - The following is a complete breakdown of grades earned by students in Health for the course midterm and final exam. 139 students or 14.4% scored below 70% 185 students or 19.2% scored between 70-79% 379 students or 39.4% scored between 80-89% 255 students or 26.5% scored 90% or higher 4 students or 0.4% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - 1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS HLTH - High School Health - HS Health (Stress) - Health A students will be able to identify personal stressors and develop a set of strategies to manage them. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 12/14/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** All submissions of the assignment- Mental and Emotional Health: Stress- will be extracted by faculty and evaluated against a faculty-developed rubric. **Criterion:** 70% of Health A students will score at least a "2" or a "3" on a 3-point rubric (scale of 1-3, 1= below expectations to 3= exceeds expectations) on each of the sub-skills. Students will be evaluated on the following: (a) ability to identify major personal strssors using the Life Changes questionnaire (b) elaboration of each stressor including	12/14/2009 - 93% of students scored at least a 2 on the rubric for the ability to identify major personal stressors. 85% of students scored at least a 2 on the rubric for the elaboration of each stressor, including thoughts and feelings. 64% of students scored at least a 2 on the rubric for the description of strategies to address each stressor. 64% of students scored at least a 2 on the rubric for the adequate use/application of theory and strategies from the reading. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:**	01/06/2010 - Students were able to identify and provide personal thoughts about the stressors in their own lives, but had difficulty identifying and applying strategies to deal with these stressors.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Open	
	thoughts and feelings (c) description of strategies to address each stressor (d) adequate use/application of theory and/or strategies from the reading.		
Adult Basic Education - BSHS HLTH - High School Health - Disease Prevention - Students will analyze strategies for disease prevention. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will complete a written report on prevention strategies for infectious diseases which will be evaluated against a faculty-developed rubric. **Criterion:** 70% of Health B students will score at least a "2" or a "3" on a 3-point rubric (scale of 1-3, 1= below expectations to 3= exceeds expectations) on each of the sub-skills. Students will be evaluated on the following: (a) Description of five ways in which they protect themeselves from infectious diseases. (b) Description and explanation of three new actions they will perform to protect themselves (c) Adequate use/application of information from the reading.		
Adult Basic Education - BSHS HLTH - High School Health - Influences - Students will analyze the influences on growth, development, and sexual health. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will complete a PowerPoint presentation that evaluates how relationships, are affected by internal and external influences. **Criterion:** 75% of students will score a 4 out of 5 on a faculty developed rubric.		
Adult Basic Education - BSHS HLTH - High School Health - Nutritionally balanced diet - Write a nutritionally balanced diet that demonstrates adequate decision-making.	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or	07/28/2011 - This SLO was assessed in the Adult Diploma classroom. 90% of students scored basic or proficient on this assignment. **Summary of Data Type:**	07/28/2011 - Overall, students did well on this assignment. The students follow a rubric to complete the assignment and from

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
(Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Intended Date to Complete 'Use of Results':** 07/28/2011 **Course Outcome Status:** Actively Assessing **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Staffing Resources Required:** nonteaching time for curriculum development, full-time faculty **Other Resources Required:** materials for student projects, resource videos	tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Diet plan is not nutritionally balanced, does not include seven days of meals, and may or may not include two of the following elements: information from dietary guidelines, food groups, nutritional information, and serving sizes. BASIC: Diet plan is nutritionally balanced and includes information from dietary guidelines, food groups, nutritional information, and serving sizes but does not include seven days of meals. PROFICIENT: Diet plan includes seven days of meals and is nutritionally balanced including information from dietary guidelines, food groups, nutritional information, and serving sizes.	Criterion Met **Summary of Data Status:** Open	anecdotal data collected, they learn a lot about nutrition and changes that need to be made to their current diet. The assignment addresses a major California standard and the SLO has accurately assessed the components of the standard. We should continue using this assignment. An update of the current curriculum and instructional materials is needed to address current issues relating to health.
	Assessment Method Category: Other **Criterion:** 80% of the students will score at least basic or above on the assessment.	09/29/2010 - The following is a complete breakdown of grades earned by students in Health for the second course SLO. 126 students or 13.1% scored below 70% 197 students or 20.5% scored between 70-79% 639 students or 66.4% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/28/2011 - High school students taking a health course benefit from identifying healthy food choices and creating a plan to improve the food they eat. Most students, 86.9%, successfully wrote a week meal plan that was nutritionally balanced. The assignment should be extended to include implementation of their written plan and self reflection. Instructors should assess if students can successfully eat a balanced diet and ask students to reflect each day about their food choices.
Adult Basic Education - BSHS HLTH - High School Health - Persuasive solution to substance abuse issues - Students will present a persuasive solution to the problem of alcohol, tobacco, or one other	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or	07/28/2011 - This assessment was done in the Adult Diploma classroom. 86% of students (46) scored proficient on this assignment **Summary of Data Type:**	07/28/2011 - Over the last few years the Adult Diploma students have completed more projects and have been given rubrics for each

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
drug used among teens.(presentation, report) (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Solution lacks an argument and supporting facts and may include two of the following: health benefits, effects on individuals, family, friends, healthy alternatives, and strategies for resisting peer-pressure. BASIC: Solution the argument lacks major facts and includes three of the following: health benefits, effects on individuals, family, friends, healthy alternatives, and stategies for resisting peer-pressure. PROFICIENT: Solution has a tightly reasoned argument based on facts and includes health benefits, effects on individuals, family, friends, healthy alternatives, and strategies for resisting peer-pressure. **Assessment Method Category:** Other **Criterion:** 80% of the students will score at least Basic or above the assessment.	Criterion Met **Summary of Data Status:** Open	project. Many students begin their coursework in Health and by the time they complete this assignment they are comfortable with using the rubrics and getting assistance from the instructors when needed. Overall, students complete this assignment successfully and gain more information about drugs and the impact of drugs on people. An update of the current curriculum and instructional materials is needed to address current issues relating to health.
		09/29/2010 - The following is a complete breakdown of grades earned by students in Health for the third course SLO. 73 students or 7.6% scored below 70% 162 students or 16.8% scored between 70-79% 727 students or 75.6% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/28/2011 - 75.6% of students were able to provide a persuasive argument against the use of alcohol, tobacco, or other drugs. Since most students, 92.4%, were able to provide a basic argument against the use of alcohol, tobacco, or other drugs, future assignments should be extended to include more critical thinking. In the assignment students should also include a plan for implementation, identification of obstacles, and self reflection.
Adult Basic Education - BSHS KEY - High School Typing/Keyboarding (Intro to Comp App) - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test	09/20/2010 - The following is a complete breakdown of grades earned by students in Keyboarding for the course midterm and final exam. 28 students or 32.9% scored below 70%	08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Criterion:** 75% of students will pass the final exam with a 70% or better.	25 students or 29.4% scored between 70-79% 20 students or 23.5% scored between 80-89% 12 students or 14.1% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination practice guide.
Adult Basic Education - BSHS KEY - High School Typing/Keyboarding (Intro to Comp App) - Business letter - Students will be able to modify, produce, and format a business letter. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 07/21/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will complete a class assignment on creating a business letter in Microsoft Word. The business letter will include the necessary components and level of proficiency. Students will have up to 3 attempts to complete this task. Student samples of the business letter assignment will be collected in the semester. They will be graded, summarized and evaluated by faculty. **Assessment Method Category:** Other **Criterion:** a) 90% of students will be able to score at least a 2 (out of 3) on test #1 (business letter) according to the rubric (attached). Students will have up to 3 attempts to complete this task.	07/21/2009 - In Period 1, 26 students out of 28 (93%)scored at least a 2 out of three on the Business Letter Test. In Period 3, 28 students out of 29 (97%) scored at least a 2 out of three on the Business Letter Test. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Students were graded on two business block letters after a one on one teacher evaluation of student work. Students also annotated letters with the components of a Business block to reinforce comprehension. Both of these contributed to the high scores on the test.	08/25/2009 - Students were graded on two business block letters after a one on one teacher evaluation of student work. Students also annotated letters with the components of a Business block to reinforce comprehension. Both of these contributed to the high scores on the test.
Adult Basic Education - BSHS KEY - High School Typing/Keyboarding (Intro to Comp App) - Typing speed - Students will be able to type at a rate of 35 words per minute. (Created By Adult Basic Education) **Intended Date to Complete 'Use of**	**Assessment Method:** Students will complete required typing practice exercises on a weekly basis. Students will be administered weekly timed tests during 12 of 16 weeks of the semester	07/21/2009 - In Period 1, 25 students out of 28 (90%) were able to type at a rate between 25-34 words per minute. 41% were able to type 35+ words per minute. In Period 3, 25 students out of 29 (85%) were able	08/25/2009 - Students learned to type by touch in week 1. All keys were practiced for two hours per day in week 1. In weeks 2-5, students spent 20 minutes per day with daily typing

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Results': 07/21/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method Category:** Course Embedded Test **Criterion:** 80% of students will be able to type 35 words per minute on a timed test under faculty supervision.	to type at a rate between 25-34 words per minute. 31% were able to type 35+ words per minute. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed **notes:** Students learned to type by touch in week 1. All keys were practiced for two hours per day in week 1. In weeks 2-5, students spent 20 minutes per day with daily typing assignments and tested weekly for speed and accuracy. During the remainder of the day, students practiced typing through word processing activities including academic reports and creating Cornell Notes using WORD tables. Students were given daily lesson and practice tests through on-line websites including freetypinggames.net and sense-lang.org. Most students were close to the criterion of 35 words per minute and increasing the minutes spent practicing each day should help them reach the goal.	assignments and tested weekly for speed and accuracy. During the remainder of the day, students practiced typing through word processing activities including academic reports and creating Cornell Notes using WORD tables. Students were given daily lesson and practice tests through on-line websites including freetypinggames.net and sense-lang.org. Most students were close to the criterion of 35 words per minute and increasing the minutes spent practicing each day should help them reach the goal.
Adult Basic Education - BSHS KEY - High School Typing/Keyboarding (Intro to Comp App) - Typing speed with error rate - Type a minimum of 35 words per minute with an error rate of 10% or less. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: 20 -24 or less words per minute with 20 - 30% error rate. BASIC: 25 - 34 words per minute with an error rate between 10-20% PROFICIENT: 35 words per minute with an error rate of no more than 10%. ADVANCED: 35 words per minute or more	09/29/2010 - The following is a complete breakdown of grades earned by students in Keyboarding for the second course SLO. 26 students or 30.6% scored below 70% 23 students or 27.1% scored between 70-79% 23 students or 27.1% scored between 80-89% 13 students or 15.3% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/02/2011 - Instructors will include more practice assignments into the curriculum.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	with an error rate of less than 10%. **Assessment Method Category:** Other **Criterion:** 80% of the students will score at least Basic or above the assessment.		
Adult Basic Education - BSHS KEY - High School Typing/Keyboarding (Intro to Comp App) - Word processing document - Create a new word processing document using at least 16 devices and modifications (insert table, picture, clip art, shapes, chart, header, footer, page number and text boxes; modifications to margins, orientation, size, page color, columns, spacing and page borders, etc.) (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student can create the document and appropriately uses 8 or less devices and modifications. BASIC: Student can create the document and appropriately uses at least 12 devices and modifications. PROFICIENT: Student can create the document and appropriately usses at least 16 devices and modifications. ADVANCED: Student can create the document and appropriately uses more that 16 devices and modifications. **Assessment Method Category:** Other **Criterion:** 80% of the students will score at least Basic or above the assessment.	09/29/2010 - The following is a complete breakdown of grades earned by students in Keyboarding for the third course SLO. 25 students or 29.4% scored below 70% 25 students or 29.4% scored between 70-79% 21 students or 24.7% scored between 80-89% 14 students or 16.5% scored 90% or higher **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/02/2011 - Students will provide a review of devices and modifications before begining the assignment.
Adult Basic Education - BSHS MUSC - High School Music Appreciation - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/20/2010 - The data shows that a majority of students (82.8%) achieved at least a 'basic' understanding of the elements of music, were able to identify different genres of music, and were able to place them in their correct historical context. 65.1% were in proficient or advanced range. This exceeds the requirement that 75% of all students achieve a basic understanding of the material.	02/07/2011 - While the data shows we are achieving the goal of 75%, I believe there are still some gaps in the learning process. After looking at the results from the finals, I think a higher emphasis needs to be placed on the listening and identifying different genres and time periods of music. A better understanding of form and texture

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Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Equipment Resources Required: Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons		The following is a complete breakdown of grades earned by students in Music Appreciation for the course midterm and final exam. 28 students or 17.2% scored below 70% 29 students or 17.8% scored between 70-79% 28 students or 17.2% scored between 80-89% 78 students or 47.9% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	will help with this. The rigor of the test is appropriate, as is the standard of 75% of students achieving a basic understanding of the material. ————————————
Adult Basic Education - BSHS MUSC - High School Music Appreciation - Baroque to 20th century - Music appreciation students will be able to identify specific musical characteristics from Baroque to 20th century. A) tone B) timbre C) texture D) instrumentation E) rhythm F) form (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbook, computer software, CDs, music materials **Training Resources Required:** faculty training	**Assessment Method:** Students will complete an oral final presentation on musical styles and genres. **Criterion:** 75% of the students will be able to score an 80% on a faculty developed rubric		
Adult Basic Education - BSHS MUSC - High School Music Appreciation - Romantic and Classical - Music appreciation students will be able to discuss the similarities and differences between the Romantic and Classical time periods. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':**	**Assessment Method:** Students will listen to the first movement of the Tschaikowsky Piano Concerto #1 and compare and contrast it to the Mozart Piano Concerto #23 **Criterion:** 70% of the students will score at least 3.5 on a 5 point rubric.	07/06/2009 - 10 students Received a 5, 13 received a 4.5, 16 received a 4, 4 received a 3.5, 6 received a 3 and 3 received a 2. 83% scored at least a 3.5. **Summary of Data Type:** Criterion Met	08/25/2009 - More time needs to be spent on understanding texture contrasts between Classical and Romantic orchestrations, as this was the area most students struggled with. ————————————

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
07/06/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software, CDs, music materials **Training Resources Required:** faculty training		**Summary of Data Status:** Closed **notes:** More time needs to be spent on understanding texture contrasts between Classical and Romantic orchestrations, as this was the area most students struggled with.	
Adult Basic Education - BSHS MUSC - High School Music Appreciation - American genre of music - Research an American genre of music and defend their choice of best artist in that genre. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Does not include sources and evolution of genre, well-known musicians associated with the genre, and a well-reasoned defense of their choice. BASIC: Project includes sources and evolution of genre and well-known musicians associated with the genre, but does not include a well-reasoned defense of their choice. PROFICIENT: Project includes all required elements: sources and evolution of genre, well-known musicians associated with the genre, and a well-reasoned defense of their choice. **Assessment Method Category:** Other **Criterion:** 80% of students will score at least Basic or above on the assessment.	09/29/2010 - The data shows that a majority of students (96.9%) achieved at least a 'basic' understanding of different genres of American music, and were able to successfully defend their choice of best artist in that genre. This exceeds the requirement that 75% of all students achieve a basic understanding of the material. The following is a complete breakdown of grades earned by students in Music Appreciation for the second course SLO. 5 students or 3.1% scored below 70% 40 students or 24.5% scored between 70-79% 118 students or 72.4% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	02/07/2011 - As nice as it is having 96.9% achieving a basic understanding, this may call in a concern for the academic rigor of this SLO. My guess is that we are not requiring a high enough or in depth enough use of correct musical terminology, and we need to make this SLO more academic.
Adult Basic Education - BSHS MUSC - High School Music Appreciation - Music Genres - Compare and contrast two pieces of music from the same genre. (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below.	09/29/2010 - The data shows that a majority of students (99.4%) achieved at least a 'basic' understanding of the relationship between the similarities and differences of two pieces of music from the same genre. This exceeds the requirement that 75% of all students achieve a	02/07/2011 - We have the same problem here, lack of rigor. Aesthetic quality and human response are hard to quantify, so while these are essential elements, for evaluating we may need to

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	BELOW BASIC: Student's comparison identifies the similarities and differences of one or fewer references to each of the following: musical elements, aesthetic quality, and human response. BASIC: Student's comparison identifies and describes the similarities and differences between two references to each of the following: musical elements, aesthetic quality, and human response. PROFICIENT: Student's comparison explains the relationship between the similarities and differences of three or more references to each of the following: musical elements, aesthetics quality, and human response. **Assessment Method Category:** Other **Criterion:** 80% of students will score at least Basic or above on the assessment.	basic understanding of the material. The following is a complete breakdown of grades earned by students in Music Appreciation for the third course SLO. 1 student or 0.6% scored below 70% 14 students or 8.6% scored between 70-79% 148 students or 90.8% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	change the rubric to include more specifics on form, instrumentation, texture, dynamics, and compositional devices.
Adult Basic Education - BSHS MUSC - High School Music Appreciation - Research a musical career - Reasearch a musical career in radio, television or advertising. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Research includes a definition of the career and may or may not include well-known people in the field, but lacks other requirements. BASIC: Research includes only three of the following: a definition of the career, education and/or training needed, well known people in the field, and a description of what a typical day might look like. PROFICIENT: Research includes a definition of the career, education and/or training needed, well known people in the field, and a description of what a typical day	09/29/2010 - The data shows that a majority of students (100%) achieved at least a 'basic' understanding of careers in music, training and education necessary, and prominent figures in the field. This exceeds the requirement that 75% of all students achieve a basic understanding of the material. The following is a complete breakdown of grades earned by students in Music Appreciation for the fourth course SLO. 0 students or 0% scored below 70% 11 students or 6.7% scored between 70-79% 151 students or 92.6% scored between 80-89% 1 student or 0.6% was not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/07/2011 - This is a fun assignment, but may not be the most appropriate in evaluating the effectiveness of the class. I would suggest, if you want to keep it to only 4 SLO?s to replace this with a terms test, that focuses on the basic elements of music. This would help with SLO 2 and 3, and give us a little more credibility in terms of academic rigor.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	might look like. **Assessment Method Category:** Other **Criterion:** 80% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS NS1 - High School - Natural Science 1 - Stucture and components of the atmosphere - Describe the structure and components of the atmosphere and the porcesses and effects of heating Earth's surface. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify components of the atmosphere. Student may be able to differentiate between climate and weather. (Competency below 70%) BASIC: Student is able to describe the composition of the atmosphere and the differences between climate and weather. Student is able to define heat and temperature. Student is able to distinguish between the types of heat transfer. Student can describe what happens to solar radiation. (Competency between 70% and 79%) PROFICIENT: Student is able to describe the composition of the atmosphere and the differences between climate and weather. Student is able tp define heat temperature. Student is able to describe the way heat is transferred, the processes of solar radiation, and factors that influence air temperature. (Competency above 80%) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/29/2010 - Over half of the students were able to describe components of the atmosphere, differentiate between weather and climate, and explain solar radiation. The following is a complete breakdown of grades earned by students in Natural Science for the second course SLO. 13 students or 27.7% scored below 70% 8 students or 17% scored between 70-79% 22 students or 46.8% scored between 80-89% 4 students or 8.5% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/06/2011 - Overall, students demonstrated a comprehensive understanding of the atmosphere and solar radiation. Improvement would be only to expand on basic information and apply knowledge to current ecological trends.

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Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS NS1 - High School - Natural Science 1 - Plate tectonics - Explain evidence for, the theories of, and the mechanics of plate tectonics. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to explain the theory of plate tectonics. Student may be able to identify types of plate boundaries. (Competency below 70%) BASIC: Student is able to explain continental drift and sea-floor spreading. Student can identify the three types of plate boundaries and features related to each type. (Competency between 70% and 70%) PROFICIENT: Student is able to describe the evidence that supports the hypothesis of continental drift and sea-flooe spreading. Student can describe the three types of plate boundaries and compare and contrast features related to each type. (Competency above 80%) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/29/2010 - 38.3% of students scored below basic and were unable to indentify plate boundaries or explain the theory of plate tectonics. The following is a complete breakdown of grades earned by students in Natural Science for the third course SLO. 18 students or 38.3% scored below 70% 5 students or 10.6% scored between 70-79% 18 students or 38.3% scored between 80-89% 6 students or 12.8% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	04/06/2011 - Most students should be able to identify types of plate boundaries and explain the main features of each and explain the evidence for the existence of plate boundaries; instructors will provide more practice with diagrams and informal assessment prior to formal assessment.
Adult Basic Education - BSHS NS1 - High School - Natural Science 1 - Structure of solar system - Describe the structure of solar system. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify features of terrestrial and outer planets. (Competency below 70%) BASIC: Student is able to describe features of terrestrial and outer planets. Student is able to describe the minor members of the	09/29/2010 - Overall, 36.2% of students scored below basic and 53.1% of students scored basic or above. The following is a complete breakdown of grades earned by students in Natural Science for the fourth course SLO. 17 students or 36.2% scored below 70% 16 students or 34% scored between 70-79% 9 students or 19.1% scored between 80-89% 5 students or 10.6% were not assessed	04/06/2011 - About 10% fewer students should score below basic. Instruction should include a hands-on activity, a laboratory, or group project to reinforce the basic components of the solar system.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	solar system. Student may be able to explain the formation of the solar system. (Competency between 70% and 79%) PROFICIENT: Student is able to compare and contrast features of terrestrial and outer planets. Student is able to describe the minor members of the solar system. Student is able to explain the formation of the solar system. (Competency above 80%) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	**Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS NS1 - High School - Natural Science 1 - Final exam - Students will pass the final exam. (Created By Adult Basic Education) **Course Outcome Status:** Actively Assessing	**Assessment Method:** Students will take a final or course midterm exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	01/25/2011 - Approximately half of the students scored below basic on the Natural Science final exam. The following is a complete breakdown of grades earned by students in Natural Science for the course midterm and final exam. 23 students or 48.9% scored below 70% 12 students or 25.5% scored between 70-79% 6 students or 12.8% scored between 80-89% 1 student or 2.1% scored 90% or higher 5 students or 10.6% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	04/06/2011 - 1. 20% more students should be able to pass the Natural Science final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS PHSC - High School Physical Science - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:**		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	75% of students will pass the final exam with a 70% or better.		
Adult Basic Education - BSHS PHSC - High School Physical Science - Structure of an Atom - Physical Science students will be able to diagram the structure of an atom and relate the structure to compounds, molecules, states of matter and molecular motion. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** faculty training	**Assessment Method:** Each student will complete assignment #23 requiring them to diagram an atom and define key terms. The student responses will be graded by two instructors against an instructor developed rubric. **Criterion:** 65% of the students will pass the assignment with a 70% or better.		
Adult Basic Education - BSHS PHSC - High School Physical Science - Laws of Motion - Physical Science students will be able to describe the properties of Newton's three laws of motion. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** faculty training	**Assessment Method:** Each student will complete assignment #76 requiring them to describe Newton's laws of motion using key terms on force. The student responses will be graded by two instructors against an instructor developed rubric. **Criterion:** 65% of the students will pass the assignment with a 70% or better.		
Adult Basic Education - BSHS PHSC - High School Physical Science - Physical and	**Assessment Method:** Faculty will determine appropriate means		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
chemical properties and changes of matter - Differentiate between physical and chemical properties and changes of matter. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to list two physical properties of matter. (Competency below 70%) BASIC: Student can categorize properties of matter as physical or chemical and define chemical change. (Competency below 70%) PROFICIENT: Student can define physical and chemical property and list four physical properties of substances. Student can differentiate between and physical change and a chemical change. (Competency above 80%) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS PHSC - High School Physical Science - Motion - Apply the concepts of motion in a variety of physical situations. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student can define motion and calulate speed.(Competency below 70%) BASIC: Student can define displacement, speed, velocity, and acceleration and calculate at least two of the four. (Competency between 70% and 79%) PROFICIENT: Student can define and calculate displacement, speed, velocity and acceleration. (Competency above 80%) **Assessment Method Category:** Other **Criterion:**		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS PHSC - High School Physical Science - Forms of energy - Distinguish between various forms of energy. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is able to define different types of energy. (Competency below 70%) BASIC: Student is able to categorize examples of energy as kinetic, potential, mechanical, thermal, chemical, electrical, or nuclear. (Competency bewteen 70% and 79%) PROFICIENT: Student is able to distinguish between kinetic and potential energy. Student may be able to calculate kinetic energy. Student can apply the law of conservation of energy to energy transformations. (Competency above 80%) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS PHSC - High School Physical Science - Metals, metalloids, non-metals, and halogens - Differentiate between metals, metalloids, non-metals, and halogens. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student can identify metals and non-metals on the periodic table. (Competency below 70%) BASIC: Student can identify metals, metalloids, non-metals and halogens on the periodic table and explain one difference		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	between each of them. (Competency between 70% and 79%) PROFICIENT: Student can identify metals, metalloids, non-metals, and halogens on the periodic table and explain differences of them. (Competency above 80%) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.		
Adult Basic Education - BSHS PLNG - High School Planning and Guidance - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Not Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.		
Adult Basic Education - BSHS PLNG - High School Planning and Guidance - Resume - Students will construct a professional resume. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers	**Assessment Method:** Students will create a professional resume using a checklist. The checklist will include all important elements of a resume including job objectives, summary of qualifications, education, experience, skills, exemplary personal qualities, honors/awards, and references. **Criterion:** 70% of students will develop a professional		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Training Resources Required: instructor training	resume including all essential elements and will obtain a score of at least 3 of 5 on a faculty developed rubric The rubric will consider presentation, clarity, readability, creativity, and identification of unique qualities.		
Adult Basic Education - BSHS PLNG - High School Planning and Guidance - Personal Budget Plan - Students will develop a personalized budget plan (yearly, monthly, and weekly) based on career and educational goals and decisions. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will create a personalized budget plan using monetary information they have gathered based on their career, educational, and personal expenditure goals and decisions. **Criterion:** 70% of students will develop a personalized budget plan including all essential elements and will obtain a score of at least 3 of 5 on a faculty developed rubric		
Equipment Resources Required: computers **Training Resources Required:** instructor training			
Adult Basic Education - BSHS PREA - High School Pre-Algebra - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.		
Equipment Resources Required: Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons			

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS PREA - High School Pre-Algebra - HS Pre-Algebra Order of Operations - Pre-Algebra students will solve problems using Order of Operations. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Adult Diploma students will complete section 1.6 assignment #16, problems numbered 15-24 using order of operations/PEMDAS technique. Student responses will be graded by two instructors againsts an instructor developed rubric. The set of questions will be administered and evaluated by math instructors. **Criterion:** 65% of the students will pass each section of the rubric with 70% or better.		
Adult Basic Education - BSHS PREA - High School Pre-Algebra - Rational Numbers - Students will solve problems involving rational numbers. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** faculty training	**Assessment Method:** Each student will complete Chapter 5 test on page 495 question numbers 1-15. The student responses will be graded by two instructors against an instructor developed rubric. **Criterion:** 65% of the students will pass each section of the rubric with 70% or better.		
Adult Basic Education - BSHS PSY - High School Psychology - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons			
Adult Basic Education - BSHS PSY - High School Psychology - Psychological disorders - Students will analyze the various treatments for different psychological disorders. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** Faculty training	**Assessment Method:** Students will complete the Web Activity for the treatment of anxiety disorders. **Criterion:** 70% of students will score at least a 4 out of 5 on a faculty developed rubric.		
Adult Basic Education - BSHS PSY - High School Psychology - Cognitive Development - Students will analyze different theories related to cognitive development. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Students will complete the case study on Body Image and Dieting in Children from the textbook section of Cognitive and Emotional Development. The scoring will be completed by a minimum of two instructors using a faculty developed rubric. **Criterion:** 70% of students will score at least a 4 out of 5 on the faculty developed rubric.		
Adult Basic Education - BSHS SOC - High School Sociology - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons			
Adult Basic Education - BSHS SOC - High School Sociology - Social roles - Students will analyze social roles and social groups. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Instructors will grade the collected PowerPoint assignment "Individuals as Players on a Stage" using a rubric developed by staff. The scoring will be completed by a minimum of two instructors. **Criterion:** (a) 70% of students will be able to identify themselves in five different statuses. (b) 70% of students will be able to use labels and illustrations to describe the five statuses they chose. (c) 70% of students will write a description of how their statuses relate to society, family, education, religion, and the economy.		
Adult Basic Education - BSHS SOC - High School Sociology - Social Stratification - Students will analyze issues of social stratification in nonindustrial and industrial societies. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers	**Assessment Method:** Instructors will grade the collected research report "Children in Poverty" using a rubric developed by staff. **Criterion:** a. 70% of HS referral students will be able to create a chart or graph outlining data from the "children in poverty: basic facts" handout. b. 70% of the students will be able to create a chart explaining 6 problems caused by poverty and how they affect children?s		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Training Resources Required: faculty training	brain development. c. 70% of the students will be able to describe 3 ways to assist children in poverty.		
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - Adjectives - Students will be able to describe their physical appearance and personality using adjectives and correct pronunciation. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 06/12/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** In an oral group exercise, students will describe their physical appearance and personality. The faculty will rate each student on a faculty created rubric. Students will be assess by the fourth week of each semester. **Assessment Method Category:** Other **Criterion:** 70% of students will be able to describe their physical appearance and personality using at least 3 adjectives and be at least proficient in using correct Spanish pronuciation. On a faculty created rubric, a score of "4" is an advanced and a score of "3" is proficient.	06/12/2009 - 80% of students scored at least proficient in being able to describe their physical appearance and personality using at least 3 adjectives. Of these students 70% were at least proficient in using correct Spanish pronunciation. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** Spanish 1 rubric.pdf	06/12/2009 - Students showed that they were able to master describing their physical appearance and personality using at least 3 adjectives. While the criteria was met, it appears that students may need more practice in correct Spanish pronunciation, since for some students this was the only area that they did not score proficient. Therefore, a future Spanish 1 SLO focused more intensively on correct Spanish pronunciation would be beneficial for students.
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - Activities and pronunciation - Students will describe orally their favorite past times and activities using the verb "gustar" in the correct tense. They will also demonstrate correct Spanish pronunciation. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/23/2009 **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** In an oral group exercise, students will describe their past times and activities using the verb "gustar" in correct Spanish pronunciation. **Criterion:** 70% of students will score at least proficient on the a teacher created rubric for describing their favorite pasttimes and activities (using the verb gustar). They will also demonstrate an at least 80% accuracy in their Spanish pronunciation.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/20/2010 - Spanish 1: The following is a complete breakdown of grades earned by students in Spanish 1 for the course midterm and final exam. 34 students or 8.3% scored below 70% 54 students or 13.2% scored between 70-79% 101 students or 24.8% scored between 80-89% 214 students or 52.5% scored 90% or higher Spanish 1S: Data shows that 85.5% of students scored basic or above in the comprehensive Spanish for Spanish Speakers I exam. Students were tested on basic verb tenses: present, preterit, imperfect, future, and conditional. Students were also given the opportunity to be tested on the listening comprehension as well as their reading comprehension. The following is a complete breakdown of grades earned by students in Spanish 1S for the course midterm and final exam. 8 students or 14.5% scored below 70% 12 students or 21.8% scored between 70-79% 21 students or 38.2% scored between 80-89% 14 students or 25.5% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/27/2011 - Data shows that the preterit form especially the irregular verbs continue to be the most difficult verb tense for students in Spanish 1. We must emphasize the rules including the written accent mark with multiple opportunities for students to practice in order to re-learn the proper way to write and say words in the preterit.
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - Numbers, days of the week, colors - Write and pronounce numbers up to 100, days of the week, and basic colors. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student misspells the majority of the words Student's	09/28/2010 - The following is a complete breakdown of grades earned by students in Spanish 1 for the second course SLO. 23 students or 6.9% scored below 70% 62 students or 18.5% scored between 70-79% 250 students or 74.6% scored between 80-89% **Summary of Data Type:**	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Actively Assessing **Is this SLO also a GEO?:** No	pronunciation makes it difficult to determine level of accuracy. (Competency is below 70%) BASIC: Student has some spelling and pronunciation errors may sometimes make it difficult to determine level of accuracy. (Competency is between 70-79%) PROFICIENT: Student has virtually no errors in pronunciation and spelling. (Competency is 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.	Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - Basic personal information - Respond in Spanish to basic personal information. (egs.,Como te llamas?) (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may or may not respond to questions asked with one word/very short answers in target language, but cannot answer in complete sentences. BASIC: Student is able to respond to questions in complete sentences with some mistakes. Pronunciation, grammar, and intonation errors may sometimes make it difficult to determine level of accuracy. PROFICIENT: Student is able to respond to questions asked in the target language in complete sentences with virtually no errors pronunciation, grammar, and intonation. **Assessment Method Category:**	09/28/2010 - The following is a complete breakdown of grades earned by students in Spanish 1 for the third course SLO. 24 students or 7.2% scored below 70% 68 students or 20.3% scored between 70-79% 243 students or 72.5% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Other		
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - Family members/friends - Describe family members/friends' likes and dislikes using the present tense (writing or speaking). (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may respond in complete sentences but response contains errors between the subject and the verb. Student does not use "le gusta" and "no le gusta". BASIC: Student responds in complete sentences using proper subject-verb agreement that describes family members and friends. Student use "le gusta" and "no le gusta". Student may have spelling errors and grammatical errors that do not make it difficult to determine level of accuracy. PROFICIENT: Student responds in complete sentences using descriptive words while exhibiting proper subject-verb agreement. Student uses "le gusta" and "no le gusta" properly. Student writes with virtually no errors. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.	09/28/2010 - The following is a complete breakdown of grades earned by students in Spanish 1 for the fourth course SLO. 26 students or 7.9% scored below 70% 62 students or 18.7% scored between 70-79% 243 students or 73.4% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - SS1 - Describe verbs in the preterit - Describe his/her weekend using verbs in the preterit (skit, dialogue, writing sample). (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below.	09/28/2010 - The data shows that the majority of students (78%) achieved at least a basic level of proficiency reciting/writing at least 6 to 9 clauses using verbs in the preterit to describe their weekend, of this amount, 38% percent were in the category of proficient. 22% percent scored	01/27/2011 - In order to decrease the number of students who scored ?below basic? more authentic practice should be done in a small group setting. Mondays could be used to have students share what

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	BELOW BASIC: Student recites/writes four to six sentences or clauses using verbs in the preterit describing his/her weekend. Oral response has frequent pauses and errors in pronunciation and basic language structure that interferes with comprehensibility. Use of English or "Spanglish" interferes with comprehensibility. BASIC: Student recites/writes six to nine sentences or clauses using verbs in the preterit describing his/her weekend. Oral response has some hesitations and errors in pronunciation but basic language structure does not interfere with comprehensibility. Use of "Spanglish" or English does not interfere with comprehensibility. PROFICIENT: Student recite/writes nine or more sentences or clauses using verbs in the preterit and a variety of adjectives describing his/her weekend. Oral response is sustained with few natural pauses no English or "Spanglish" is used. Response has virtually no errors that interfere with comprehensibility. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.	below basic therefore, the criterion was met. The following is a complete breakdown of grades earned by students in Spanish 1S for the second course SLO. 12 students or 21.8% scored below 70% 22 students or 40% scored between 70-79% 21 students or 38.2% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	they did during their weekend both orally and in writing. _____
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - SS1 - Sentences with present, preterit, imperfect, and conditional of the indicative. - Construct sentences using verbs in the present, preterit, imperfect, and conditional of the indicative. (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may write at least three sentences only using 2 of the	09/28/2010 - The data shows that the majority of students (94.5%) achieved at least a ?basic? level of proficiency constructing sentences in various verbs form demonstrating the ability to distinguish between the present, preterit, imperfect, and conditional of this amount 44% percent were in the category of proficient. 5.5% percent scored below basic, therefore the criterion was met.	01/27/2011 - In order to help 100 % percent of students achieve at least a ?basic? level of proficiency or above teacher could model responses in the various verb tenses. Teacher could model when and how to distinguish between the present, preterit, imperfect, future, and conditional.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	following tenses present, preterit, imperfect and conditional. Student work has multiple errors in subject/verb areement that impede comprehensibility. BASIC: Student will write 4 sentences using the present, preterit, imperfect and conditional. Student demonstrates the ability to distinguish between the present, preterit, imperfect and conditional. Grammatical errors do not impede comprehensibility. PROFICIENT: Student writes 5 sentences using the present, preterit, imperfect and conditional. Student demonstrates the ability to distinguish between the present, preterit, imperfect and conditional. Student uses a variety of verbs and has virtually no errors in punctuation, grammar, and spelling. **Assessment Method Category:** Other **Criterion:** 70% of the students will score at least basic or above on the assessment.	The following is a complete breakdown of grades earned by students in Spanish 1S for the third course SLO. 3 students or 5.5% scored below 70% 28 students or 50.9% scored between 70-79% 24 students or 43.6% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - Ser vs. Estar - Correctly use ser vs. estar. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may use "ser" and "estar" in complete sentences. Multiple grammatical errors impede comprehensibility. (competency level is below 70%) BASIC: Student is able to write complete sentences using ser y estar with proper	09/28/2010 - The following is a complete breakdown of grades earned by students in Spanish 1 for the fifth course SLO. 8 students or 11% scored below 70% 13 students or 17.8% scored between 70-79% 52 students or 71.2% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	adjectives. Student may have some grammatical errors that do not impede comprehensibility. (competency level is between 70-79%) PROFICIENT: Student is able to write complete sentences using ser y estar with a variety of adjectives. Students' writing has virtually no errors in punctuation, verb choice and spelling. (competency level is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.		
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - SS1 - Aspirations for the future - Describe in writing his/her aspirations for the future. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student writes 4 to 6 sentences using verbs in the future and conditional describing his/her aspirations for the future. Response has multiple mechanical errors that interfere with comprehention. Use of verbs may be repetitive. Use of English, improper Anglicism, and or vocabulary interferes with comprehensibility. BASIC: Student writes 6 to 9 sentences using verbs in the future and conditional describing his/her aspirations for the future. some grammatical and mechanical errors that do not interfere with comprehension. Student uses a variety of verbs and adjectives and or adverbs. Vocabulary errors do not interfere with comprehensibility.	09/28/2010 - The data shows that the majority of students (94.5%) percent achieved at least a basic level of proficiency while describing his/hers aspirations for the future, of this amount 53% were in the category of proficient. 5.5% scored below basic, therefore the criterion was met. The following is a complete breakdown of grades earned by students in Spanish 1S for the fourth course SLO. 3 students or 5.5% scored below 70% 23 students or 41.8% scored between 70-79% 29 students or 52.7% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/27/2011 - In order to achieve 100% proficiency emphasis must be made on the irregular verbs in the future and conditional while emphasizing the written accent mark. Checking for understanding could be done with the use of individual white boards.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	PROFICIENT: Student writes 9 or more sentences using verbs in the future and conditional with a variety of verbs and adjectives. Virtually no mechanical and or grammar errors that interfere with comprehension. Proper vocabulary is used throughout the students work. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.		
Adult Basic Education - BSHS SPN1 - High School Spanish, Conversation and Writing (Spanish 1) - SS1 - Latin America countries - Research a Latin American country and describe popular vacation destinations and the culture of the country. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student only has information on one of the two topics. Response is limited to four to six sentences which lacks details of is unrelated to the assigned task. Response has error in vocabulary, grammar, and or spelling that interfere with comprehensibility. BASIC: Student describes both topics with 6 to 9 sentences. Sentences vary in length including sentences with two or more clauses. Response includes a variety of verbs, adjectives, and relevant vocabulary. Some grammatical and spelling errors present do not impede comprehensibility. PROFICIENT: Student describes both topics with 9 or more sentences with two or more clauses. Responses inclludes a variety of verbs, adjectives and relevant vocabular. Virtually no errors in punctuation, grammar		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	and spelling. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.		
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	09/20/2010 - Spanish 2: Data shows that 91.5% of students scored basic or above in the comprehensive Spanish 2 exam. Students were tested on basic verb tenses: present, preterit, imperfect, future, and conditional. Students were also given the opportunity to recite anecdotes and retell information that was presented. The following is a complete breakdown of grades earned by students in Spanish 2 for the course midterm and final exam. 9 students or 80.5% scored below 70% 19 students or 17.9% scored between 70-79% 38 students or 35.8% scored between 80-89% 40 students or 37.7% scored 90% or higher Spanish 2S: Data shows that 99% of students scored basic or above in the comprehensive II exam, of which 73.9% of students scored proficient or above. Students were tested on basic verb tenses: present, preterit, imperfect, future, conditional, present and imperfect subjunctive as well as compound tense from the perfect to the pluperfect. Students were also given the opportunity to analyze and deduce information from authentic newspaper article to test their reading comprehension and ability to synthesize information. The following is a complete breakdown of grades earned by students in Spanish2S for the course midterm and final exam.	01/27/2011 - Data shows that although the majority of students (73.6%) scored proficient or above. In order to increase that number, more emphasis needs to be made on the oral language. Students need multiple opportunities to gain confidence in order to use their new language in an authentic setting. --- 01/27/2011 - In order to increase the number of students achieving a score of proficient students must be given more opportunity to practice analyzing and deducing information from authentic sources in the target language. Student need more exposure to news video and audio clips as well and a variety of written works.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		1 students or 1% scored below 70% 20 students or 20.8% scored between 70-79% 61 students or 63.5% scored between 80-89% 10 students or 10.4% scored 90% or higher 4 students or 4.2% were not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - Countries - Students will learn about different Spanish speaking countries. a) capital cities b) key cultural information (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 07/15/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software **Training Resources Required:** faculty training	**Assessment Method:** Students will complete a quiz identifying the correct Spanish speaking country and its capital on a map and present cultural information about their assigned country. **Criterion:** a) 70% of students will score 75% or better on the map quiz. b) 70% of students will score a 75% or better on the oral presentation rubric (correct information, correct Spanish vocabulary, correct pronunciation)	07/15/2009 - a)Over 70% of students were able to properly identify Spanish Speaking countries and their capitals on a blank map with a success rate of 70% and above. b)Over 70% of students scored a 70% and above on the oral presentation rubric. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Students who scored less than 70% were asked to learn countries and capitals that were labeled incorrectly and were re-tested at a later date.	08/25/2009 - Students who scored less than 70% were asked to learn countries and capitals that were labeled incorrectly and were re-tested at a later date.
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - Verb Tense - Student will write a well thought out essay in Spanish demonstrating the ability to use a variety of verb tenses (Present, Preterit, Imperfect, future, and conditional). (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 07/15/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computer software	**Assessment Method:** Students will write a paragraph in which a writing prompt will be addressed. **Criterion:** 70% of students will score 75% or better on a faculty developed writing rubric for Present, Preterit, Imperfect, future, and conditional verb tenses.	07/15/2009 - 50% of students have the ability to write a paragraph using a variety of verb tenses correctly. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed **notes:** Punctuation and accent marks were lacking and 70% of students answered writing prompt correctly. Teacher will continue to re-teach how to answer a writing prompt and how to use proper punctuation and accent marks. Student will be given many	08/25/2009 - Punctuation and accent marks were lacking and 70% of students answered writing prompt correctly. Teacher will continue to re-teach how to answer a writing prompt and how to use proper punctuation and accent marks. Student will be given many more opportunities to master this goal.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		more opportunities to master this goal.	

Training Resources Required:
faculty training

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - SS2 - Essay/Verb tenses - Write an essay using a variety of verb tenses. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may write in complete sentences but is limited to 4 to 6 clauses. Response only includes verbs in one verb tense and repetion of verbs. student work has multiple errors in grammar, punctuation and spelling which impede comprehensibility. BASIC: Student writes 6 to 9 complete sentences using a variety of verbs and at least three verb tenses. Sentences vary in length and include two or more clauses. Response contains grammatical and mechanical errors that do not interfere with comprehension. Student uses a variety of adjectives and or verbs. Vocabulary errors do not interfere with comprehensibility. PROFICIENT: Student writes 9 or more complete sentences using at least three verb tenses. Sentences vary in length and include two or more clauses. Student uses a variety of verbs, vocabulay, adjectives and or adverbs. Response has virtually no errors in punctuation, grammar and spelling. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.	09/28/2010 - The data shows that the majority of students (89.3%) achieved at least a basic level of proficiency writing at least 6 to 9 complete sentences with a variety of verb tenses with some sentences containing two or more clauses. Of this amount 71.4% percent were in the category of proficient while only 10.7% percent scored below basic; therefore, the criterion was met. The following is a complete breakdown of grades earned by students in Spanish 2S for the second course SLO. 6 students or 10.7% scored below 70% 10 students or 17.9% scored between 70-79% 40 students or 71.4% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/27/2011 - In order to decrease the number of students who scored below basic and to move more students to achieve a level of proficient more modeling has to be made to demonstrate how a student can include a variety of verb tenses in their writing. Practice with 'if then clauses' and 'conditional clauses' would be beneficial to students in Spanish 2.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - SS2 - Irregular preterit verbs - Conjugate irregular verbs in the preterit. (written/orally) (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student's competency for conjugating irregular verbs in the preterit is below 70%. Student has errors in spelling and subject verb agreement. Student's errors make it difficult to determine level of accuracy. BASIC: Student's competency for conjugating irregular verbs in the preterit is between 70-79%. Student does not have errors in subject verb agreement but does have errors in spelling including written accent marks. PROFICIENT: Student's competency for conjugating irregular verbs in the preterit is at 80% or above. Student has few or virtually no errors in spelling including written accent marks. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.	09/28/2010 - The data shows that the majority of students (89.3%) achieved at least a 'basic' level of proficiency conjugating irregular verbs, orally and in writing. 73.2% percent were in the category of 'proficient' while only 10.7% percent scored below basic, therefore the criterion was met. The following is a complete breakdown of grades earned by students in Spanish 2S for the third course SLO. 6 students or 10.7% scored below 70% 9 students or 16.1% scored between 70-79% 41 students or 73.2% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/27/2011 - In order to help 100 % percent of students achieve at least a 'basic' level of proficiency or above and to increase the number of student who score at the level of 'proficient', teacher could have each student teach one irregular verb to the class.
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - SS2 - Main ideas and supporting data - Analyze the main ideas and supporting data from written works. (Such as newspaper and magazine articles, essays, short stories from the text, and formative texts.) (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. 70% of students will score at least basic or above on the assessment.	09/28/2010 - The data shows that (100%) of students who where asked to analyze the main ideas and supporting data from written works achieved at least a basic level of proficiency. 21.4% were in the category of proficient while 40 students where not tested or 71.4% of students enrolled in Spanish for Spanish 2 were not administered SLO#4. Therefore the criterion was met	01/27/2011 - In order to achieve 100% proficiency and 100% participation, emphasis must be made to implement all Student Learning Objectives. Student must be given the opportunity to analyze authentic material written in Spanish beginning with teacher led

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	BELOW BASIC: Student is unable to write a response to a document with a minimum of 6 to 8 sentences demonstrating early signs of paragraph length discourse. Response is limited, lacks details or is unrelated to the assigned task response has errors in vocabulary, grammar, and or spelling that interfere with comprehensability. BASIC: Student describes and supports main ideas with a minimum of 9 to 10 sentences demonstrating paragraph-length discourse. Sentences vary in length including sentences with two or more clauses. Response includes a variety of verbs, adjectives, and relevant vocabulary. Some grammatical and spelling errors present do not inpede comprehensability. PROFICIENT: Student describes and supports main ideas with 10 or more sentences demonstrating paragraph-length discourse. Sentences vary in length including sentences with two or more clauses. Response includes a variety of verbs, adjectives and relevant vocabulary. Virtually no errors in puctuation, grammar and spelling. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.	The following is a complete breakdown of grades earned by students in Spanish 2S for the fourth course SLO. 0 students or 0% scored below 70% 4 students or 7.1% scored between 70-79% 12 students or 21.4% scored between 80-89% 40 students or 71.4% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	guidance and modeling.
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - SS2 - Poem - Produce a poem (egs., Haiku, Tanka, Diamante, Bio-poem, Limerick etc.) with appropriate punctuation and accent marks. (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. 70% of students will score at least basic or above on the		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	assessment. BELOW BASIC: Student does not follow format and structure. Response lacks details of is unrelated to the assigned task response; has errors in vocabulary, grammar, and or spelling that interfere with comprehensibility. BASIC: Student follows format and structure. Response includes variety of verbs, adjectives and relevant vocabulary. Some grammatical and spelling errors present do not impede comprehensibility. PROFICIENT: Student follows and format structure. Response includes a variety of verbs, adjectives and relevant vocabulary. Virtually no errors in punctuation, grammar and spelling including written accent marks. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.		
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - Imperfect of the indicative - Express feelings about their childhood using the imperfect indicative (writing or speaking). (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may respond in complete sentences but is limited to four to six clauses using the imperfect or preterit. Subject/verb agreement errors and errors distinguishing between the preterit and imperfect make work difficult to comprehend. BASIC: Student reponds in seven to nine clauses that describe feelings about	09/28/2010 - The following is a complete breakdown of grades earned by students in Spanish 2 for the fifth course SLO. 6 students or 15% scored below 70% 7 students or 17.5% scored between 70-79% 27 students or 67.5% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	student's childhood. Student demonstrates ability to distinguish bewteen preferit and imperfect. Some grammatical errors present that do not impede comprehensibility. PROFICIENT: Student reponds in ten or more clauses that describe feeling about the student's childhood. Student use a variety of verbs and adjectives. Virtually no errors in punctuation, grammar, and spelling. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - Family members/friends - Describe family members/friends and what they did during the summer using the present tense and the preterit. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may respond in complete sentences but is limited to four to six clauses on topic. Student response has multiple grammatical errors which impede comprehensibility. BASIC: Student reponse has seven to nine clauses on topic with command of subject/verb agreement and proper use of the present and the preterit. Student may have some grammatical errors that do not impede comprehensibility. PROFICIENT: Student response has ten or more clauses on topic with command of subject/verb agreement and proper use of the present and the preterit. Student's writing has virtually no errors in punctuation, verb choice and spelling.. **Assessment Method Category:** Other **Criterion:**	09/28/2010 - The data shows that the majority of students (86.3%) achieved at least a basic level of proficiency describing family members and friends and what they did during the summer using verbs in the present and preterit. 62.1% percent were in the category of proficient, therefore the criterion was met. The following is a complete breakdown of grades earned by students in Spanish 2 for the second course SLO. 9 students or 13.6% scored below 70% 16 students or 24.2% scored between 70-79% 41 students or 62.1% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/27/2011 - In order to decrease the number of students who scored below basic more authentic practice should be done in a small group setting. Mondays could be used to have students share what they did during their weekend both orally and in writing.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - Tu vs. usted - Correctly use tu vs. usted when writing sentences, phrases and questions that could be used in formal and informal conversations. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may write four to six clauses using tu or usted. Student has multiple grammatical error interchanging tu and usted which impedes comprehensibility. BASIC: Student response has seven to nine clauses in which tu and usted is used to distinguish formal and informal conversations. Student work may have some grammatical errors that do not impede comprehensibility. PROFICIENT: Student response has ten or more clauses in which tu and usted is used to distinguish formal and informal conversations. Student's writing has virtually no errors in punctuation, verb choice and spelling. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/28/2010 - The data shows that the majority of students (89.4%) achieved at least a 'basic' level of proficiency differentiating between the use of 'tú y usted' when writing sentences, phrases and questions in formal and informal settings. Of this amount 60.6% were in the category of 'proficient' with only 10.6% of students scoring below basic, therefore the criterion was met. The following is a complete breakdown of grades earned by students in Spanish 2 for the third course SLO. 7 students or 10.6% scored between 70% 19 students or 28.8% scored between 70-79% 40 students or 60.6% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/27/2011 - In order to help 100 % of students achieve at least a 'basic' level of proficiency or above more role playing would be needed in a variety of daily life situations. Role playing should consist of formal and informal interactions and settings
Adult Basic Education - BSHS SPN2 - High School Spanish 2 - Present, preterit, imperfect, and future verbs - Narrate an anecdote or a story using verbs in the present, preterit, imperfect, and future verbs (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may or may not recite an anecdote or a story using clauses that include verbds in the present, preterit, imperfect and future. Student	09/28/2010 - The data shows that the majority of students (95.4%) achieved at least a 'basic' level of proficiency narrating an anecdote or a story using verbs in the present, preterit, imperfect, and future of this amount 61.5% were in the category of 'proficient'. 4.6% scored below basic, therefore the criterion was met. The following is a complete breakdown of grades earned by students in Spanish 2 for the fourth	01/27/2011 - In order to achieve 100% proficiency emphasis must be made on answering questions and retelling information orally in Spanish in order to make language comprehensible in the target language. Additional oral practice will result in fewer mechanical errors that make responses non

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Actively Assessing **Is this SLO also a GEO?:** No	has errors in pronunciation, subject verb/agreement, and other mechanical errors that make work difficult or non comprehensible. BASIC: Student recites a story or an anecdote with seven to nine clauses that include verbs in the present, preterit, imperfect, and future. Student demonstrates proper pronunciation and intonation with several mechanical errors that do not impede comprehensibility. PROFICIENT: Student recites a story or an anecdote with ten or more clauses that include verbs in the present, preterit, imperfect, and future. Student response has virtually no mechanical errors and no errors in pronunication, and intonation. **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	course SLO. 3 students or 4.6% scored below 70% 22 students or 33.8% scored between 70-79% 40 students or 61.5% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	comprehensible. ————————————
Adult Basic Education - BSHS SSK - High School Study Skills - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Not Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Grading software, scantrons			
Adult Basic Education - BSHS SSK - High School Study Skills - LASSI - Students will determine their strengths and weaknesses with regards to their individual learning abilities and determine strategies to improve weaknesses. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing **Training Resources Required:** Instructor training	**Assessment Method:** Students will complete the Learning and Study Skills Assessment (LASSI). Based on the results students select three personal learning strengths and challenges/weaknesses. They will develop two strategies to improve each learning challenge. **Criterion:** 1. 70% of students will complete the LASSI. 2. Based on the results of the LASSI, 70% of students will identify three learning strengths and three learning challenges/weaknesses. They will develop two strategies to improve each learning challenge.		
Adult Basic Education - BSHS SSK - High School Study Skills - Note-taking - Students will develop an alternative method of note-taking. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/21/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, additional materials and handouts **Training Resources Required:** Instructor training	**Assessment Method:** Students will create a Mind Map detailing their notes from a classroom lecture or after reading a chapter in their textbook. Students will utilize different colors, textures, symbols, and other graphics to describe and depict ideas and concepts. Students will complete 4 Mind Mapping techniques over a two week period. **Criterion:** 70% of students will complete four Mind Maps and score at least a 3 of 5 on a faculty developed rubric.		
Adult Basic Education - BSHS USHS - High School United States History - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:**	07/18/2011 - For Spring 2011, the data shows that 29% of the students achieved Below Basic and 71% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was met. The following is a complete	08/01/2011 - Students need more time for study and increase study materials. Time will be set aside specifically to aide in the review process before the final in order to

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support **Training Resources Required:** Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons	Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	breakdown of grades. 6 students or 29% scored below 70% 4 students or 19% scored between 70-79% 4 students or 19% scored between 80-89% 7 students or 33% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	increase grades.
		09/20/2010 - The following is a complete breakdown of grades earned by students in US History for the course midterm and final exam. 132 students or 15.8% scored below 70% 264 students or 31.5% scored between 70-79% 282 students or 33.7% scored between 80-89% 160 students or 19.1% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS USHS - High School United States History - History Critical Thinking - United States History students will demonstrate critical thinking skills by effectively completing a project showing: (a) a clear and concise purpose; (b) analysis of relevant information; (c) a well-reasoned conclusion. (Created By Adult Basic Education) **Course Outcome Status:** Not Actively Assessing	**Assessment Method:** Instructors will grade one project over a semester from all students in United States History using a rubric based on th California State History Standards and critical thinking objectives. **Criterion:** The scoring will be holistic with a minimum of 2 instructors scoring each project. (a) 60% of project samples at the end of United States History will pass the Adult Diploma rubric for purpose and problem. Students will score a rating of "strong" or "effective" on each section. (b) 60% of project samples at the end of United States History will pass the Adult Diploma rubirc for information. Students will score a rating of "strong" or	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	"effective" on each section. (c) 60% of project samples at the end of the United States History will pass the Adult Diploma rubirc for conclusion. Students will score a rating of "strong" or "effective" on each section.		
Adult Basic Education - BSHS USHS - High School United States History - Liberal vs.Conservative - Students will be able to complete a project that clearly expresses a logical and informed opinion on whether they are more politically conservative or liberal. (Created By Adult Basic Education) **SLO/GEO Start Date:** 04/20/2009 **Intended Date to Complete 'Use of Results':** 08/18/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** faculty training	**Assessment Method:** Students will complete the Conservative versus Liberal project and samples will be collected by faculty. **Criterion:** 70% of United States History students will be able to score at least a 70% on the Conservative versus Liberal project and will be scored by a faculty developed rubric.	08/18/2009 - 100% of students score a 75% or better on the Conservative versus Liberal project. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Assessment may need to be made more rigorous in the future. More elements may be added to create a more challenging project.	08/25/2009 - Assessment may need to be made more rigorous in the future. More elements may be added to create a more challenging project.
Adult Basic Education - BSHS USHS - High School United States History - Great Depression - Students will be able to analyze the causes and experiences of the Great Depression. (Created By Adult Basic Education) **SLO/GEO Start Date:** 02/22/2010 **Course Outcome Status:** Actively Assessing	**Assessment Method:** Students will complete a PowerPoint research presentation on the great depression. **Criterion:** 70% of students will score at least an 80% in each category (information about the Great Depression, Significance of the Great Depression) of the faculty created rubric.		
Adult Basic Education - BSHS USHS - High School United States History - World War 2 - Students will analyze the American rationale for entering World War II. (Created By Adult Basic Education)	**Assessment Method:** Students will complete assignment #13, the webquest on the attack on Pearl Harbor. **Criterion:** 70% of students will score at least an 80% in	06/14/2010 - Out of a sample size of 13 students the average score was 86%. **Summary of Data Type:** Criterion Met **Summary of Data Status:**	06/14/2010 - The United States History B students met their objective. This indicated that students have enough prior knowledge to adequately complete

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
SLO/GEO Start Date: 02/22/2010 **Course Outcome Status:** Actively Assessing	each category (origins of US involvement, Research and evidence) of the faculty created rubric.	Open	their assignment.
Adult Basic Education - BSHS USHS - High School United States History - Industrialization - Determine the effects of industrialization on living and working conditions in an urban environment. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify the changes in living and working conditions due to industrialization. (Competency level is below 70%) BASIC: Student can identify and describe the changes in living and working conditions due to industrialization. (Competency level is between 70%-79%) PROFICIENT: Student is able to explain how industrialization changed living and working conditions. (Competency level is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	07/18/2011 - For Spring 2011, the data shows that 13% of the students achieved Below Basic and 87% of the students were Basic and higher. Therefore, the criterion was met. The following is a complete breakdown of grades. 3 students or 13% scored below 70% 1 students or 4% scored between 70-79% 20 students or 83% scored between 80-89%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - Students did well overall, however, increased tutor time and discussion of the elements and resources involved with the assignment will ensure higher success.
		09/28/2010 - The following is a complete breakdown of grades earned by students in US History for the second course SLO. 115 students or 17.6% scored below 70% 184 students or 28.1% scored between 70-79% 355 students or 54.3% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Students did well overall, instruction for the upcoming school year will remain the same.
Adult Basic Education - BSHS USHS - High School United States History - Causes and effects of the Great Depression - Students will analyze the causes and effects of the Great Deprsseion. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify the causes of the Great Depression. (Competency level is below 70%) BASIC: Student is able to idenitfy and	09/28/2010 - The following is a complete breakdown of grades earned by students in US History for the fourth course SLO. 65 students or 10.8% scored below 70% 172 students or 28.5% scored between 70-79% 366 students or 60.7% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Overall students did well, instruction for the upcoming school year will remain the same.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
No	describe the causes and effects of the Great Depression but cannot make connections between the causes and effects. (Competency level is between 70-79%) PROFICIENT: Student is able to identify and describe the causes and effects of the Great Depression and students can explain the connections between each cause and its effect. (Competency level is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.		
Adult Basic Education - BSHS USHS - High School United States History - Effects of WWI on the homefront - Analyze the political, economic, and social effects of WWI on the homefront. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student is able to identify the political, economic, or social effects of WWI. (Competency level is below 70%) BASIC: Student is able to identify and explain the political, economic, and social effects of WWI. (Competency level is between 70-79%) PROFICIENT: Student is able to identify and explain the political, economic, and social effects of WWI on the homefront. (Competency level is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	07/18/2011 - For Spring 2011, the data shows that 29% of the students achieved Below Basic and 71% of the students were Basic and higher . Therefore, the criterion was met. The following is a complete breakdown of grades. 6 students or 29% scored below 70% 3 students or 14% scored between 70-79% 12 students or 57% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/01/2011 - More detailed modeling of the assignment, as well as examples of exemplary work will better guide the students through the assignments. Also, more tutor time will be offered throughout the process.
		09/28/2010 - The following is a complete breakdown of grades earned by students in US History for the third course SLO. 118 students or 18% scored below 70% 178 students or 27.2% scored between 70-79% 357 students or 54.6% scored between 80-89% 1 students or 0.2% was not assessed **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Since most students were able to analyze the effects of WWI, instruction for the upcoming school year will remain the same.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS USHS - High School United States History - Effects of civil rights - Students will analyze the effects civil rights advocates had on the development of federal civil rights. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify the effects of civil rights advocates. (Competency level is below 70%) BASIC: Student is able to identify and describe the effects civil rights advocates had on the development of federal civil rights. (Competency level is between 70-79%) PROFICIENT: Student is able to identify and explain the effects civil rights advocates had on the development of federal civil rights. (Competency level is at 80% or higher) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/28/2010 - The following is a complete breakdown of grades earned by students in US History for the fifth course SLO. 24 students or 13% scored below 70% 44 students or 23.9% scored between 70-79% 116 students or 63% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Overall students did well, instruction for the upcoming school year will remain the same.
Adult Basic Education - BSHS WHS - High School World History - Final Exam - Students will pass the final exam. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/04/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No **Equipment Resources Required:** Computers, printer, test scantron **Staffing Resources Required:** Hourly clerical support	**Assessment Method:** Students will take a midterm exam and/or a cumulative final exam. **Assessment Method Category:** Course Embedded Test **Criterion:** 75% of students will pass the final exam with a 70% or better.	07/18/2011 - For Spring 2011, the data shows that 29% of the students achieved Below Basic and 71% of the students were Basic and higher on the midterm or final exam. Therefore, the criterion was met. The following is a complete breakdown of grades. 5 students or 29% scored below 70% 6 students or 35% scored between 70-79% 5 students or 29% scored between 80-89% 1 students or 5% scored 90% or higher **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 09/20/2010 - The following is a complete	08/01/2011 - Often the students know that there grade is not going to be affected by the final if they perform poorly. For example, if a student has 75% and receives a 55% on the final they are still going get to receive a C in the class (even if they get an A on the final they will not get a B in the class).

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Training Resources Required: Technical training (Banner, Grading software) **Other Resources Required:** Grading software, scantrons		breakdown of the grades earned by students in World History for the course midterm and final exam. 293 students or 28% scored below 70% 277 students or 26.4% scored between 70-79% 274 students or 26.1% scored between 80-89% 202 students or 19.3% scored 90% or higher 2 students or 0.2% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/02/2011 - 1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education - BSHS WHS - High School World History - HS World History Critical Thinking - World History students will demonstrate critical thinking skills by effectively completing a project showing: (a) a clear and concise purpose; (b) analysis of relevant information; (c) a well-reasoned conclusion. (Created By Adult Basic Education) **SLO/GEO Start Date:** 01/07/2008 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** Faculty for curriculum assessment and development, classroom support materials.	**Assessment Method:** Instructors will grade one project over a semester from all students in World History using a rubric based on th California State History Standards and critical thinking objectives. The scoring will be holistic with a minimum of 2 instructors scoring each project. **Criterion:** (a) 60% of project samples at the end of World History will pass the rubric for purpose and problem. Students will score a rating of "strong" or "effective" on each section. (b) 60% of project samples at the end of World History will pass the rubric for information. Students will score a rating of "strong" or "effective" on each section. (c) 60% of project samples at the end of the World History will pass the rubric for conclusion. Students will score a rating of "strong" or "effective" on each section.		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Basic Education - BSHS WHS - High School World History - World War I - World History A students will be able to describe the major concepts of the first World War. (Created By Adult Basic Education) **Intended Date to Complete 'Use of Results':** 07/21/2009 **Course Outcome Status:** Not Actively Assessing **Equipment Resources Required:** textbooks, computers **Training Resources Required:** faculty training	**Assessment Method:** Assignment # 39, the WWI project, will be selected from the course curriculum. A sample of student work will be rated against a faculty-developed rubric. **Criterion:** 75% of World History A students will be able to score at least a 75% on the WWI Review Project rubric.	07/21/2009 - 26 world history students were assessed, the average score on the WWI Review project was 88% and 97% scored with a 75% or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** The assignment should be changed to increase the rigor by adding in standards for writing.	08/25/2009 - The assignment should be changed to increase the rigor by adding in standards for writing.
Adult Basic Education - BSHS WHS - High School World History - World War 2 - Students will analyze the Nazi policy of pursuing racial purity. (Created By Adult Basic Education) **Course Outcome Status:** Actively Assessing	**Assessment Method:** Students will complete the Holocaust PowerPoint presentation **Criterion:** 70% of students will score at least an 80% in each category(analyzing the policy of racial purity, the transformation of this policy into the final solution, transformation of this policy into the Holocaust) of the faculty created rubric.		
Adult Basic Education - BSHS WHS - High School World History - World War 1 - Students will analyze the major causes and effects of the first World War. (Created By Adult Basic Education) **Course Outcome Status:** Actively Assessing	**Assessment Method:** Students will complete a PowerPoint presentation that reviews the major causes and effects of World War 1 **Criterion:** 70% of students will score at least an 80% in each category of the faculty created rubric.		
Adult Basic Education - BSHS WHS - High School World History - Causes of WWI - Analyze the causes of WWI (Created By Adult Basic Education) **SLO/GEO Start Date:**	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	created rubric below. BELOW BASIC: Student may be able to identify causes of WWI (egs., Militarism, alliance system, nationlism, imperialism). (Competency level below 70%) BASIC: Stdudent is able to identify the causes of WWI and offers partial explanation (limited analysis) for the causes of WWI. (Competency level at 70%-79%) PROFICIENT: Student is able to identify the causes of WWI and can explain the connection (clear analysis) between these events and how they triggered WWI. Competency level at 80% or above. (Competency level at 80% or above) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least basic or above on the assessment.		
Adult Basic Education - BSHS WHS - High School World History - Industrial Revolution - Analyze the the effects of the Industrial Revolution with regards to technological, massive, social, economic, and cultural change in Europe, the U.S., and Japan. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Students may be able to idenitfy the effects of the Industrial Revolution. (Competency level below 70%) BASIC: Students are able to identify and explain the effects of the Industrial Revolution with regards to technological, social, economic, and cultural change. (Competency level at 70%-79%) PROFICIENT: Student can identify an explain the effects of the Industrial Revolution with regrads to technological, social, economic and cultural change, as well as compare these effects between Euraope and the U.S.,, and Japan.	09/29/2010 - The following is a complete breakdown of grades earned by students in World History for the third course SLO. 177 students or 24.2% scored below 70% 192 students or 26.2% scored between 70-79% 363 students or 49.6% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/02/2011 - Most students we able to analyze the effects of the industrial revolution. Instructors will use the same teaching methods for the upcoming school year.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	(Competency level at 80% or above) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or ablove on the assessment.		
Adult Basic Education - BSHS WHS - High School World History - Causes of World War II - Analyze the causes of World War II (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010 **Course Outcome Status:** Actively Assessing **Is this SLO also a GEO?:** No	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to identify the causes of WWII. (Failure of WWII peace agrrements, Global economic depression, Weakness of the League of Nations, Acts of Agression, etc.) (Competency level below 70%) BASIC: Student is able to idenitfy the causes of WWII and offer partial explanation (limited analysis) for the causes of WWII. (Competency level at 70%-79%) PROFICIENT: Student is able to identify the causes of WWII and explain the connection (clear analysis) between these events and how they triggerd WWII. (Competency level at 80% or above) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	07/18/2011 - For Spring 2011, the data shows that 6% of the students achieved Below Basic and 94% of the students were Basic and higher. Therefore, the criterion was met. The following is a complete breakdown of grades. 1 students or 6% scored below 70% 16 students or 94% scored between 80-89% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 09/29/2010 - The following is a complete breakdown of grades earned by students in World History for the second course SLO. 239 students or 22.8% scored below 70% 181 students or 17.3% scored between 70-79% 536 students or 51.1 scored between 80-89% 92 students or 8.8% were not assessed **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/01/2011 - Assignment # 65 Chapter 26 Test. I think there could be a better assignment that is created to meet the objective of? Identifying the causes of WWII.? The Chapter 26 test covers the entire war(Causes, major theaters of war, holocaust, and end of the war). 08/02/2011 - Since most students were able to analyze the causes of World War II, instructors will use the same teaching methods for the upcoming school year.
Adult Basic Education - BSHS WHS - High School World History - Consequences of WWI - Evaluate significant consequences of WWI. (Created By Adult Basic Education) **SLO/GEO Start Date:** 06/01/2010	**Assessment Method:** Faculty will determine appropriate means of assessment that may include written assignments, presentations, projects, or tests. Ratings will be based on the faculty-created rubric below. BELOW BASIC: Student may be able to	07/18/2011 - For Spring 2011, the data shows that 100% of the students achieved Basic and higher on the midterm or final exam. Therefore, the criterion was met. **Summary of Data Type:** Criterion Met	08/01/2011 - WWI review project-On this assignment 100% were proficient., which would indicate that the assignment was too easy. There definitely needs to be more specific instructions on the

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Actively Assessing **Is this SLO also a GEO?:** No	identify significant consequences of WWI(treaty of Versailles, 14 Points, U.S. rejection of the League of nations, shifts in political borders etc.). (Competency level below 70%) BASIC: Student may be able to identify significant consequences of WWI and offers a limited evaluation of their impact on the world. (Ex. The League of nations was a failure because it did not stop the outbreak of WWII). (Competency level at 70%-79%)	**Summary of Data Status:** Open	Powerpoint. For example how many words should be on the slide. Typically good Powerpoints have bullet points, then the presenter explains the content. On these assignments it is difficult to see if the students ?truly? understand the content unless the present their presentations.
	PROFICIENT: Student is able to identify the consequences of WWI and evaluate their impact on the world. (Competency level at 80% or above) **Assessment Method Category:** Other **Criterion:** 70% of students will score at least Basic or above on the assessment.	09/29/2010 - The following is a complete breakdown of grades earned by students in World History for the fourth course SLO. 110 students or 34.8% scored below 70% 86 students or 27.2% scored between 70-79% 120 students or 38% scored between 80-89% **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/02/2011 - Instruction and curriculm will include a breakdown of the consequences of WWI and students will complete assignments focusing the the impact of those consequences.
Older Adult Programs - BS ABE07 - Re-Entry Work Skills Needed for Today?s Workforce - Job Search Techniques - The students in Re-entry work skills needed for todays workforce will demonstrate job search techniques. (Created By Older Adult Programs) **Course Outcome Status:** Not Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Re-entry work skills needed for todays workforce will produce an appropriate class project that demonstrates job search techniques. The instructor will evaluate each students project while checking for; ability to search for jobs effectively. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient ability to search for jobs effectively.		
Older Adult Programs - BS ABE07 - Re-Entry Work Skills Needed for Today?s Workforce - Resume/Cover letter - The	**Assessment Method:** All students in Re-entry work skills needed for todays workforce will produce an		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
entry work skills needed for todays workforce will demonstrate proper resume and cover letter styles. (Created By Older Adult Programs) **Course Outcome Status:** Not Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAO faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	appropriate class project that demonstrates proper resume and cover letter styles. The instructor will evaluate each students project while checking for; proper resume and cover letter styles. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least demonstrate proficient resume and cover letter styles.		
WIN Program - BS ABE06 - Basic Skills Foundation - Fractions - Students will be able to add and subtract fractions with the same or different denominators. (Created By WIN Program) **SLO/GEO Start Date:** 06/22/2009 **Course Outcome Status:** Not Actively Assessing **Classification of Resources Requested:** None	**Assessment Method:** Each student will complete questions 1 through 8 of an ?Addition of Fractions? quiz and questions 9 through 16 of a ?Subtraction of Fractions? quiz. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students will pass the both quizzes with at least a 70% (at least 6 questions answered correctly on each quiz)		
WIN Program - BS ABE06 - Basic Skills Foundation - Thesis statement - Students will be able to write a well-developed thesis statement. (Created By WIN Program) **SLO/GEO Start Date:** 06/22/2009 **Course Outcome Status:** Not Actively Assessing **Classification of Resources Requested:** None	**Assessment Method:** Students will write a thesis statement after the lesson is completed. Samples will be collected and graded by the Instructor using a faculty developed rubric. **Assessment Method Category:** Course Embedded Test **Criterion:** 70 % of the students score at least 3 of 4 on a faculty developed rubric.		

Mt. SAC Mission Statement: The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
COLLEGE PREPARATION: The ESL Department will promote instructional strategies and support services in order to facilitate transfer of noncredit student to credit programs.	ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items answered correctly.	06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).
	ESL - ESL LVL2 - ESL - Level 2 - Listening Comprehension - Students will differentiate between present, past, and future events based on an audio conversation. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 70% of the students in Level 2 will pass the listening comprehension portion of an exam given by their level instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items will be answered correctly.	06/22/2010 - 95% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/22/2010 - Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.
	ESL - ESL LVL3 - ESL - Level 3 - Listening Comprehension - Students will demonstrate understanding of main idea and specific content in standard English dialect on previously learned topics. (Created	**Assessment Method:** By the end of the term, at least 65% of the students in Level 3 will pass the listening comprehension portion of an exam given by their level instructors.		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	By ESL) **Is this SLO also a GEO?:** No	**Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items answered correctly		
	ESL - ESL LVL4 - ESL - Level 4 - Listening Comprehension - Students will be able to detect the the mood and urgency of a message based on an audio segment of a conversation. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 65% of the students in Level 4 will pass the listening comprehension portion of an exam given by their level instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass - 12 out of 20 correct	06/27/2011 - 99% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - Level 4 students are improveing their listening skills. The Level 4 instructors used various websites to help students strengthen their listening skills. The instructors recommend doing more dictation practice in class and raising the passing score due to a high passing rate (99%).
	ESL - ESL LVL4 - ESL - Level 4 - Timeline Interview & Report - By the end of the term, 70% of the ESL students taking Level 4 will receive a passing score of 12 or higher (out of 18) on an ESL department oral rubric as measured by their instructors for their interview presentation of someone whom they did not know before taking the class. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** ESL department oral rubric for Level 4 as administered and evaluated by their classroom instructors. **Criterion:** 50% of Level 4 ESL students reporting orally will receive a passing score of 12 or higher (out of 18).		
			05/20/2008 - At the end of Fall 2006, all Level 4 instructors (8) had completed evaluating their students on a department rubric for an oral presentation.	05/20/2008 - There are still several teachers (37%) who do not supply the student score sheets in the portfolios. The ESL coordinator needs to improve communication in

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			The average passing rate for the Level 4 students included in the study was 87%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	order to get all students? scores. This project appears to be quite easily accomplished by this level of student. The criterion for success is being discussed to evaluate raising the level.
ESL - ESL LVL5 - ESL - Level 5 - Native Speaker Interview - (Level 5) Students will be able to report orally the results of an interview with a native English speaker in the community or the workplace. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** ESL department oral rubric for Level 5 as administered and evaluated by their classroom instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** 60% of Level 5 ESL students reporting orally will receive a passing score of 12 or higher (out of 18).	05/20/2008 - At the end of Fall 2006, all Level 5 instructors (6) had completed evaluating their students on a department rubric for an oral presentation. The average passing rate for the Level 5 students included in the study was 90%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	02/05/2007 - There are still several teachers (50%) who do not supply the student score sheets in the portfolios. The ESL coordinator needs to improve communication in order to get all students? scores. This project appears to be quite easily accomplished by this level of student. The criterion for success is being discussed to evaluate raising the level.
ESL - ESL LVL6 - ESL - Level 6 - Listening Comprehension - By the end of the term, at least 70% of the students in Level 6 will be able to correctly answer at least 12 out of 20 listening comprehension questions given by their level instructors. (Created By ESL) **Classification of Resources Requested:**	**Assessment Method:** By the end of the term, at least 70% of the students in Level 6 will pass the listening comprehension portion of an exam given by their instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 correct	06/27/2011 - 94% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - The Level 6 instructors indicated that integrating the SLO into the final exam helped reduce student anxiety and streamlined the grading process. The instructors recommend providing students with more listening practice in class and in the computer lab.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Maintenance Need **Is this SLO also a GEO?:** No	responses		
	ESL - ESL LVL6 - ESL - Level 6 - Career Paths PowerPoint Presentation - Students exiting Level 6 will be able to present via PowerPoint the research results of an identified career path using multiple resources. (Created By **Is this SLO also a GEO?:** No	**Assessment Method:** An ESL department oral rubric for Level 6 as administered and evaluated by their classroom instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of Level 6 ESL students reporting orally will receive a passing score of 12 or higher (out of 18)	05/20/2008 - At the end of Fall 2006, all Level 6 instructors (2) had completed evaluating their students on a department rubric for an oral presentation. The average passing rate for the Level 6 students included in the study was 89%. All student scores were counted at this level. Instructors report that the students enjoy doing this project. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	02/05/2007 - This project appears to be quite easily accomplished by this level of student. A new outcome is being discussed.
	ESL - ESL SPKA - ESL - Speaking A - Personal History Presentation - Beginning level ESL students will orally present their own personal history in the form of a timeline. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Oral Presentation: Instructors will evaluate each student on a personal history presentation in front of the class using a rubric with sub-scores for fluency, response to questions, content, and eye contact. **Assessment Method Category:** Other **Criterion:** 50% of Speaking A students to do an oral presentation of their personal timeline will pass with a minimum of 8 out of 12 points on a department rubric.	04/17/2009 - In Winter 2009, 17 out of 18 Speaking A instructors reported student scores on rubric assessments for 1 of the 2 options of SLO. Results indicate that 93% of all students who presented orally passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** This SLO was a pilot. Results showed that Speaking A students far exceeded the expected 50% rate set	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			for this initial collection of skills outcome data. We will continue with to use the rubrics developed for this SLO; however, frequent changes in topics was the recommendation of most instructors.	
	ESL - ESL SPKB - ESL - Speaking B - Funny/Scary Event Oral Presentation - Intermediate level ESL students will talk about a scary or funny event that has significantly impacted their lives. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Speaking B instructor will evaluate each student on a classroom presentation about a scary or funny event in their life using a rubric with sub-scores for planning & organization, content, fluency and pronunciation. **Assessment Method Category:** Other **Criterion:** Passing = 10 pts. / 15 pts. possible		
	ESL - ESL SPKC - ESL - Speaking C - Influential Person Speech - Advanced ESL students will present a biography of an influential person. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Oral Presentation: Instructors will evaluate each student on a speech regarding an influential person. The instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation, vocabulary and delivery. **Assessment Method Category:** Other **Criterion:** 70% of Speaking C students who participate will receive a minimum of 14 out of 20 points on a department rubric.	06/22/2010 - The speaking C instructors reported student scores on a rubric assessment. Results indicate that 100% of all students who presented passed, but not all students presented. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/22/2010 - This project seems to be easily accomplished by this level of students. It is important for instructors to manage class time well in order to accommodate all presentations and ensure all the students enrolled in the class have presented.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	ESL - ESL SPKC - ESL - Speaking C - Comparison Speech - Advanced level ESL students will orally present a compare/contrast speech. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Oral Presentation: Instructors will evaluate each student on a comparison speech presented during class time. The instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation, vocabulary and delivery. **Assessment Method Category:** Other **Criterion:** 70% of Speaking C students who participate will receive a minimum of 14 out of 20 points on a department rubric.		
			04/17/2009 - In Winter 2009, 6 out of 6 Speaking C instructors reported student scores on rubric assessments for 1 of 2 SLOs. Both rubrics required 10 out of 15 points for passing. According to compiled results, 92% of all students who presented passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** This SLO was a pilot. Results indicate that Speaking C students far exceeded the expected 50% rate set for this initial collection of data. We will continue with the	09/30/2009 - ESL faculty will review SLO for modifications in criteria, rubric, and topics of presentation.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			SLO rubrics; however, frequent changes in topics was the recommendation of most instructors.	
	ESL - ESL SPKC - ESL - Speaking C - U.S. Company Report (VESL) - Advanced-level Vocational English as a Second Language (VESL) students will present via PowerPoint the research results of an identified U.S. company using multiple resources. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation. **Assessment Method Category:** Other **Criterion:** Pass = 10 pts. out of 15		
	ESL - ESL SPKC - ESL - Speaking C - Product Development & Marketing (VESL) - Advanced-level Vocational English as a Second Language (VESL) team of students will develop a product or service, prepare a marketing strategy for it, and give a PowerPoint presentation to the class. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation. **Assessment Method Category:** Other **Criterion:** Passing = 10 pts. / 15 pts possible.	06/27/2011 - Results indicate that 100% of all students who participated in a presentation passed. The VESL Speaking C instructors reported student scores on a rubric assessment. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - This project is challenging; however, students seem to enjoy participating in it. The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL Open House and VESL certificate ceremony events.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	ESL - ESL WRTA - ESL - Writing A - Paragraph Editing - Beginning level ESL students will edit and rewrite a paragraph containing errors that include grammar, spelling, capitalization, mechanics and punctuation. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Editing : Instructors will evaluate each student based on an editing test which has 25 mistakes in grammar, spelling, capitalization, mechanics, and punctuation. **Assessment Method Category:** Course Embedded Test **Criterion:** 50% of students who complete the editing test will rewrite the paragraph having corrected a minimum of 17 out of 25 errors.	04/17/2009 - In Winter 2009, 7 out of 8 Writing A instructors reported student scores on 1 or 2 possible SLOs. Each outcome was scored differently; however, 91% of all the students received a passing score for this course. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Rubric criteria for paragraph editing will be reviewed by faculty.	
	ESL - ESL WRTB - ESL - Writing B - Business Letter - Intermediate level ESL students will write a business letter (e.g. request, complaint, invitation) following the business letter format you studied in class. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Letter Writing: Instructor will evaluate a student's business letter written during class time using a rubric with sub-scores for format, content & organization, structure and mechanics. **Assessment Method Category:** Other **Criterion:** 50% of the students who write a business letter will receive a passing score of 8 out of 12 points.	04/17/2009 - 84% of all students who completed one of two SLOs for Writing B passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Instructors recommend alternating the topic or purpose of the letter.	
	ESL - ESL WRTB - ESL - Writing B - Peer Review - Intermediate level ESL students will edit a classmate's			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	writing sample using a worksheet provided by the instructor that includes such criteria as main idea, attention to detail, editing errors, and questions to the author. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Peer editing: Instructor will evaluate a student based on their peer response worksheet using a rubric with sub-scores for main idea, attention to good qualities, attention to detail/examples, attention to editing and questions for the author. **Assessment Method Category:** Other **Criterion:** 50% of the students who complete this activity will pass with a minimum of 14 out of 20 points.		
	ESL - ESL WRTC - ESL - Writing C - Comparison Essay Outline - Advanced ESL students will develop an outline for a comparison/contrast essay using an outline worksheet provided by the instructor that includes clear main idea, two points of comparison or two points of contrast with two specific details and examples for each point, and a conclusion. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Instructor will evaluate student's comparison/contrast composition outline using a rubric with sub-scores for topic, body points 1 & 2 with details/examples, conclusion, and mechanics. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of Writing C students who complete a comparison/contrast outline will receive a passing score of 14 out of 20 points.	04/17/2009 - 94% of students who completed an SLO for Writing C passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Frequent topic changes was recommended by Writing C instructors.	06/22/2010 - ESL Writing C instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered more thoroughly in class. Also, there as confusion in regard to scoring using the rubric. The ESL Outcomes Team will clarify this aspect of the rubric.
	ESL - ESL WRTC - ESL - Writing C - U.S. Company Report (VESL) - Advanced-level Vocational English as a Second Language (VESL) students will individually write a	**Assessment Method:** ESL writing rubric **Assessment Method Category:** Other	11/02/2010 - The VESL Writing C instructors reported student scores on rubric assessments. Results indicate that 98% of all students who participated in this SLO	11/04/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions)

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	one-page report on the company they researched in teams. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** In-class computer station, VESL Computer Lab & PowerPoint Projector **Staffing Resources Required:** ESL Faculty Coordinator for SLO development and training + ESL Learning Resource Technician (Position Request submitted) **Other Resources Required:** WIA Title II, 231 Grant for Learning Resource Tech position		received a passing score of 10 out of 15 points or higher. The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However, in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	greatly helped the students to receive a passing score. However, in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class. The number of students who participate in the assessment needs to improve. Next steps will include a survey of the reasons for the non-participation of students in order to improve instructional and support services for the VESL program. 11/02/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. **Follow-Up:** 11/15/2010 - Follow up inquiry in the evening class indicates that 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 4 students were regularly attending the class. Of those 4 students, 2 students completed the assessment late, but the other 2 students did not due to low motivation and/or work schedule conflict. VESL instructors will take this information into consideration when reviewing curriculum and instructional strategies specific to the evening program.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
				Follow-Up:
	ESL - ESL WRTC - ESL - Writing C - Product Development & Marketing (VESL) - Advanced Vocational English as a Second Language (VESL) students will individually write a two-page report on the product or service they developed for their team presentation. (Created By **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** VESL/Advanced ESL Dept. Rubric **Assessment Method Category:** Other		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
CAREER DEVELOPMENT: ESL instructional and support services will facilitate employment and career advancement through information, exploration, and skill development opportunities.	ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items answered correctly.	06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).
	ESL - ESL LVL2 - ESL - Level 2 - Listening Comprehension - Students will differentiate between present, past, and future events based on an audio conversation. (Created By	**Assessment Method:** By the end of the term, at least 70% of the students in Level 2 will pass the listening comprehension portion of an exam given by their level	06/22/2010 - 95% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:**	06/22/2010 - Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items will be answered correctly.	Criterion Met **Summary of Data Status:** Closed	listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.
	ESL - ESL LVL3 - ESL - Level 3 - Listening Comprehension - Students will demonstrate understanding of main idea and specific content in standard English dialect on previously learned topics. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 65% of the students in Level 3 will pass the listening comprehension portion of an exam given by their level instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items answered correctly		
	ESL - ESL LVL3 - ESL - Level 3 - (Level 3) Identify and access employment and training resources needed to apply for a job. - (Level 3) Students will be able to Identify and access employment and training resources needed to apply for a job. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Additional Assessment Plan rubric as administered by trained ESL assessors. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students will receive a passing score (required score of 76 out of 95).	12/16/2005 - With 10 out of 10 classes reporting, the average passing rate was 88% in Fall 2005. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	05/20/2008 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).
	ESL - ESL LVL5 - ESL - Level 5 - Native Speaker Interview - (Level 5)			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Students will be able to report orally the results of an interview with a native English speaker in the community or the workplace. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** ESL department oral rubric for Level 5 as administered and evaluated by their classroom instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** 60% of Level 5 ESL students reporting orally will receive a passing score of 12 or higher (out of 18).	05/20/2008 - At the end of Fall 2006, all Level 5 instructors (6) had completed evaluating their students on a department rubric for an oral presentation. The average passing rate for the Level 5 students included in the study was 90%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	02/05/2007 - There are still several teachers (50%) who do not supply the student score sheets in the portfolios. The ESL coordinator needs to improve communication in order to get all students? scores. This project appears to be quite easily accomplished by this level of student. The criterion for success is being discussed to evaluate raising the level.
	ESL - ESL LVL6 - ESL - Level 6 - Career Paths PowerPoint Presentation - Students exiting Level 6 will be able to present via PowerPoint the research results of an identified career path using multiple resources. (Created By **Is this SLO also a GEO?:** No	**Assessment Method:** An ESL department oral rubric for Level 6 as administered and evaluated by their classroom instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of Level 6 ESL students reporting orally will receive a passing score of 12 or higher (out of 18)	05/20/2008 - At the end of Fall 2006, all Level 6 instructors (2) had completed evaluating their students on a department rubric for an oral presentation. The average passing rate for the Level 6 students included in the study was 89%. All student scores were counted at this level. Instructors report that the students enjoy doing this project. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	02/05/2007 - This project appears to be quite easily accomplished by this level of student. A new outcome is being discussed.
	ESL - ESL SPKC - ESL - Speaking C - U.S. Company Report (VESL) -			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Advanced-level Vocational English as a Second Language (VESL) students will present via PowerPoint the research results of an identified U.S. company using multiple resources. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation. **Assessment Method Category:** Other **Criterion:** Pass = 10 pts. out of 15		
	ESL - ESL SPKC - ESL - Speaking C - Product Development & Marketing (VESL) - Advanced-level Vocational English as a Second Language (VESL) team of students will develop a product or service, prepare a marketing strategy for it, and give a PowerPoint presentation to the class. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation. **Assessment Method Category:** Other **Criterion:** Passing = 10 pts. / 15 pts possible.	06/27/2011 - Results indicate that 100% of all students who participated in a presentation passed. The VESL Speaking C instructors reported student scores on a rubric assessment. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - This project is challenging; however, students seem to enjoy participating in it. The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL Open House and VESL certificate ceremony events.
	ESL - ESL WRTB - ESL - Writing B - Business Letter - Intermediate level ESL students will write a business			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	letter (e.g. request, complaint, invitation) following the business letter format you studied in class. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Letter Writing: Instructor will evaluate a student's business letter written during class time using a rubric with sub-scores for format, content & organization, structure and mechanics. **Assessment Method Category:** Other **Criterion:** 50% of the students who write a business letter will receive a passing score of 8 out of 12 points.	04/17/2009 - 84% of all students who completed one of two SLOs for Writing B passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Instructors recommend alternating the topic or purpose of the letter.	
	ESL - ESL WRTC - ESL - Writing C - Summary and Response Composition - Advanced ESL students will write a composition that consists of a summary and response to a nonfiction reading (e.g., newspaper, magazine). The composition includes the title of the selection, the author, the source, the general idea of the entire article, and only the most essential points. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Instructor will evaluate a student's summary and response composition using a rubric with sub-scores for content & organization, structure and mechanics. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students who complete a summary/response composition will receive a minimum passing score of 10 out of 15 points.	06/22/2010 - The Writing C instructors reported student scores on rubric assessments. Results indicate that 88% of all students who participated in this SLO passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/22/2010 - The instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered thoroughly in class. Also, there was confusion in regard to scoring method of the rubric. The ESL Outcomes Team needs to clarify this aspect of the rubric.
	ESL - ESL WRTC - ESL - Writing C - U.S. Company Report (VESL) - Advanced-level Vocational English as a Second Language (VESL) students will individually write a one-page report on the company they researched in teams. (Created	**Assessment Method:** ESL writing rubric **Assessment Method Category:** Other	11/02/2010 - The VESL Writing C instructors reported student scores on rubric assessments. Results indicate that 98% of all students who participated in this SLO received a passing score of 10 out of 15 points or higher. The instructors	11/04/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However,

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No **Equipment Resources Required:** In-class computer station, VESL Computer Lab & PowerPoint Projector **Staffing Resources Required:** ESL Faculty Coordinator for SLO development and training + ESL Learning Resource Technician (Position Request submitted) **Other Resources Required:** WIA Title II, 231 Grant for Learning Resource Tech position		indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However, in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class. The number of students who participate in the assessment needs to improve. Next steps will include a survey of the reasons for the non-participation of students in order to improve instructional and support services for the VESL program. 11/02/2010 - The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. **Follow-Up:** 11/15/2010 - Follow up inquiry in the evening class indicates that 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 4 students were regularly attending the class. Of those 4 students, 2 students completed the assessment late, but the other 2 students did not due to low motivation and/or work schedule conflict. VESL instructors will take this information into consideration when reviewing curriculum and instructional strategies specific to the evening program.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	ESL - ESL WRTC - ESL - Writing C - Product Development & Marketing (VESL) - Advanced Vocational English as a Second Language (VESL) students will individually write a two-page report on the product or service they developed for their team presentation. (Created By **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** VESL/Advanced ESL Dept. Rubric **Assessment Method Category:** Other		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
ACCOUNTABILITY & BENCHMARKS: The ESL Department will improve processes and procedures related to accountability measures in order to ensure maximum benchmark gains in categorical funding (e.g. CASAS	ESL - ESL LANG3 - English for Specific Uses - Technical Vocabulary - Students will apply effective strategies such as use of contextual cues and prefix/suffix inference to demonstrate understanding of vocabulary in a specific field of study. (Created By **Classification of Resources Requested:** Short-Term Need **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic reading text with a specific academic or vocational theme (e.g., paragraph from a history textbook, nursing patient intake form) **Assessment Method Category:** Course Embedded Test **Criterion:** 70% passage...		
	ESL - ESL LVL1 - ESL - Level 1 - (Level 1) Describe and access services offered at DMV - (Level 1) Students will be able to describe and access services offered at DMV and read, interpret and identify legal response to regulations,	**Assessment Method:** The Additional Assessment Plan rubric as administered by trained ESL assessors. **Criterion:** 70% of the students will receive a		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	roadside signs, and traffic signals (Created By ESL)	passing score (required score of 25 out of 43).		
			12/16/2005 - With 8 out of 8 classes reporting, the average passing rate was 95%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	12/16/2005 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).
	ESL - ESL LVL2 - ESL - Level 2 - (Level 2) Respond correctly to questions about the history and government of the United States - (Level 2) Students will be able to respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Additional Assessment Plan rubric as administered by trained ESL assessors. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students will receive a passing score (required score of 28 out of 41)	12/16/2005 - With 10 out of 10 classes reporting, the average passing rate was 79% in Fall 2005. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	12/16/2005 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
MEASURING STUDENT OUTCOMES: The ESL Department will facilitate and support an	ESL - ESL LANG3 - English for Specific Uses - Technical Vocabulary - Students will apply			

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
outcomes development, assessment, and implementation in its ESL and Vocational ESL	strategies such as use of contextual cues and prefix/suffix inference to demonstrate understanding of vocabulary in a specific field of study. (Created By ESL) **Classification of Resources Requested:** Short-Term Need **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic reading text with a specific academic or vocational theme (e.g., paragraph from a history textbook, nursing patient intake form) **Assessment Method Category:** Course Embedded Test **Criterion:** 70% passage...		
	ESL - ESL LANG3 - English for Specific Uses - Communicative Fluency - Students will apply accent improvement strategies to demonstrate effective oral communication in a specific school or vocational settings. (Created By ESL) **Classification of Resources Requested:** Short-Term Need **Is this SLO also a GEO?:** No	**Assessment Method:** In a short oral presentation, students will provide information on a specific vocational or academic area (e.g. psychology, child development, business) to be assessed by an instructor-developed rubric. **Assessment Method Category:** Other **Criterion:** 80% of the students will rate a minimum of 3 points out of 5 on oral fluency rubric		
	ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items	06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		answered correctly.		
	ESL - ESL LVL1 - ESL - Level 1 - (Level 1) Describe and access services offered at DMV - (Level 1) Students will be able to describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals (Created By ESL)	**Assessment Method:** The Additional Assessment Plan rubric as administered by trained ESL assessors. **Criterion:** 70% of the students will receive a passing score (required score of 25 out of 43).		
			12/16/2005 - With 8 out of 8 classes reporting, the average passing rate was 95%. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	12/16/2005 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).
	ESL - ESL LVL2 - ESL - Level 2 - Listening Comprehension - Students will differentiate between present, past, and future events based on an audio conversation. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 70% of the students in Level 2 will pass the listening comprehension portion of an exam given by their level instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items	06/22/2010 - 95% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/22/2010 - Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		will be answered correctly.		
	ESL - ESL PLVL1 - ESL Pre-Level 1 - Awareness of the emergency services (Pre-1) - Pre-1) Students will be able to demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Additional Assessment Plan rubric as administered by trained ESL assessors. **Assessment Method Category:** Standardized Test **Criterion:** 70% of the students will receive a passing score (required score of 22 out of 29).	12/16/2005 - With 5 out of 5 classes reporting, the average passing rate was 76% in Fall 2005. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	12/16/2005 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).
	ESL - ESL SPKA - ESL - Speaking A - Personal History Presentation - Beginning level ESL students will orally present their own personal history in the form of a timeline. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Oral Presentation: Instructors will evaluate each student on a personal history presentation in front of the class using a rubric with sub-scores for fluency, response to questions, content, and eye contact. **Assessment Method Category:** Other **Criterion:** 50% of Speaking A students to do an oral presentation of their personal timeline will pass with a minimum of 8 out of 12 points on a department rubric.	04/17/2009 - In Winter 2009, 17 out of 18 Speaking A instructors reported student scores on rubric assessments for 1 of the 2 options of SLO. Results indicate that 93% of all students who presented orally passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** This SLO was a pilot. Results showed that Speaking A students far exceeded the expected 50% rate set for this initial collection of skills outcome data. We will continue with to use the rubrics developed for this SLO; however, frequent changes in topics was the	

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			recommendation of most instructors.	
	ESL - ESL WRTC - ESL - Writing C - Summary and Response Composition - Advanced ESL students will write a composition that consists of a summary and response to a nonfiction reading (e.g., newspaper, magazine). The composition includes the title of the selection, the author, the source, the general idea of the entire article, and only the most essential points. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Instructor will evaluate a student's summary and response composition using a rubric with sub-scores for content & organization, structure and mechanics. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students who complete a summary/response composition will receive a minimum passing score of 10 out of 15 points.	06/22/2010 - The Writing C instructors reported student scores on rubric assessments. Results indicate that 88% of all students who participated in this SLO passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/22/2010 - The instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered thoroughly in class. Also, there was confusion in regard to scoring method of the rubric. The ESL Outcomes Team needs to clarify this aspect of the rubric.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
CURRICULUM IMPROVEMENT: Utilize an inclusive mode of curriculum improvement that maximizes opportunities for input by students and faculty in order to meet college and career needs of ESL learners.	ESL - ESL LVL1 - ESL - Level 1 - Listening Comprehension - Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 70% of the students in Level 1 will pass the listening comprehension portion of an exam given by their Level instructor. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items answered correctly.	06/27/2011 - 92% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	ESL - ESL LVL2 - ESL - Level 2 - Listening Comprehension - Students will differentiate between present, past, and future events based on an audio conversation. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** By the end of the term, at least 70% of the students in Level 2 will pass the listening comprehension portion of an exam given by their level instructors. **Assessment Method Category:** Course Embedded Test **Criterion:** Pass = 12 out of 20 listening items will be answered correctly.	06/22/2010 - 95% of all students who participated in this SLO received a passing score of 12 out of 20 points or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/22/2010 - Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.
	ESL - ESL WRTB - ESL - Writing B - Peer Review - Intermediate level ESL students will edit a classmate's writing sample using a worksheet provided by the instructor that includes such criteria as main idea, attention to detail, editing errors, and questions to the author. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Authentic Assessment / Peer editing: Instructor will evaluate a student based on their peer response worksheet using a rubric with sub-scores for main idea, attention to good qualities, attention to detail/examples, attention to editing and questions for the author. **Assessment Method Category:** Other **Criterion:** 50% of the students who complete this activity will pass with a minimum of 14 out of 20 points.		
	ESL - ESL WRTC - ESL - Writing C - Summary and Response Composition - Advanced ESL students will write a composition that consists of a summary and response to a nonfiction reading (e.g., newspaper, magazine). The composition includes the title of the	**Assessment Method:** Instructor will evaluate a student's summary and response composition using a rubric with sub-scores for content & organization, structure and mechanics. **Assessment Method Category:** Course Embedded Test	06/22/2010 - The Writing C instructors reported student scores on rubric assessments. Results indicate that 88% of all students who participated in this SLO passed. **Summary of Data Type:** Criterion Met	06/22/2010 - The instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered thoroughly in class. Also, there was confusion in regard to scoring

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	the author, the source, the general idea of the entire article, and only the most essential points. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Criterion:** 70% of the students who complete a summary/response composition will receive a minimum passing score of 10 out of 15 points.	**Summary of Data Status:** Closed	method of the rubric. The ESL Outcomes Team needs to clarify this aspect of the rubric.
	ESL - ESL WRTC - ESL - Writing C - Comparison Essay Outline - Advanced ESL students will develop an outline for a comparison/contrast essay using an outline worksheet provided by the instructor that includes clear main idea, two points of comparison or two points of contrast with two specific details and examples for each point, and a conclusion. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Instructor will evaluate student's comparison/contrast composition outline using a rubric with sub-scores for topic, body points 1 & 2 with details/examples, conclusion, and mechanics. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of Writing C students who complete a comparison/contrast outline will receive a passing score of 14 out of 20 points.	04/17/2009 - 94% of students who completed an SLO for Writing C passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** Frequent topic changes was recommended by Writing C instructors.	06/22/2010 - ESL Writing C instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered more thoroughly in class. Also, there as confusion in regard to scoring using the rubric. The ESL Outcomes Team will clarify this aspect of the rubric.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
TECHNOLOGY PLANNING & SUPPORT: The ESL Department will ensure that state-of-the-art equipment, training, and support is sustained for ESL's exemplary and innovative instruction and matriculation services (e.g., Student multi-media presentations, Computer Adaptive Placement Test).	ESL - ESL LVL3 - ESL - Level 3 - (Level 3) Identify and access employment and training resources needed to apply for a job. - (Level 3) Students will be able to Identify and access employment and training resources needed to apply for a job. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** Additional Assessment Plan rubric as administered by trained ESL assessors. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students will receive a passing score (required score of 76 out of 95).	12/16/2005 - With 10 out of 10 classes reporting, the average passing rate was 88% in Fall 2005. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	05/20/2008 - 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher).

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	ESL - ESL SPKC - ESL - Speaking C - Product Development & Marketing (VESL) - Advanced-level Vocational English as a Second Language (VESL) team of students will develop a product or service, prepare a marketing strategy for it, and give a PowerPoint presentation to the class. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** Speaking C (VESL 1) instructors will evaluate student groups on a classroom presentation about a hypothetical product they developed. Instructor will use a rubric with sub-scores for planning & organization, content, fluency & pronunciation. **Assessment Method Category:** Other **Criterion:** Passing = 10 pts. / 15 pts possible.	06/27/2011 - Results indicate that 100% of all students who participated in a presentation passed. The VESL Speaking C instructors reported student scores on a rubric assessment. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/27/2011 - This project is challenging; however, students seem to enjoy participating in it. The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL Open House and VESL certificate ceremony events.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
PROFESSIONAL DEVELOPMENT: Provide faculty and staff with opportunities and support for continuous improvement in all areas dealing with ESL student-services and instructional delivery (e.g., Flex-day workshops, general information meetings, curriculum development work-groups).				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
MATRICULATION & STUDENT SERVICES: Promote access, persistence and success for noncredit ESL students in the areas of placement testing, registration, orientation, and support services through continuous process improvement and enhanced communication.				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
COLLABORATION & INTERNAL PARTNERSHIPS: At the request of other programs, ESL will provide support to non-native English speakers whose proficiency is limiting their ability to succeed; activities may include workshop presentations, supplemental instruction/curriculum, or other services as agreed upon by the partnering programs.	ESL - ESL VHLTH - ESL - Health Professionals - Medical Discussion - Students will participate in a medically-related discussion and will be evaluated on their oral fluency according to a rubric. (Created By ESL) **Is this SLO also a GEO?:** No **Staffing Resources Required:** Vocational ESL Coordinator for curriculum development **Other Resources Required:** BSI or 231 Grant funds	**Assessment Method:** Non-native English speaking students who are also studying in the Nursing program will be evaluated by the instructor on their oral fluency according to a rubric. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students who participate will receive a minimum of 10 out of 15 points on the rubric.	07/12/2010 - 10 out of 20 enrolled students participated in the assessment. Of the 10 students who participated, 100% of them passed. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **notes:** This course was offered as a 1-week workshop for students in the Nursing program as an English language support activity.	07/12/2010 - The instructor reported that the medical discussion topics were interesting and stimulating for the students. However, the number of students who participate in the final assessment will need to improve. This workshop used new curricular content and scheduling format for the course; as such, a higher participation rate for both SLO and attendance is anticipated in the future.

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
ACCREDITATION & SELF-STUDY INPUT: Contribute to various campus self-studies through active participation and informational input regarding programs and services in ESL and other Continuing Education Division programs/services (WASC, AACJC,				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Matriculation Site Visit).				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
COMMUNITY MEMBERSHIP: Actively participate in projects that provide meaningful service to the local and global community through experiential learning and civic engagement.	ESL - CITZ NAT - Citizenship - U.S. History & Government Content - Students will improve their understanding of U.S. history & government content outlined by U.S. Naturalization Dept. (Created By ESL) **Is this SLO also a GEO?:** No	**Assessment Method:** The instructor will administer a test using fill-in and short-answer responses in order to assess student knowledge about U.S. history and government. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students who participate will receive a passing score of 70% or higher on the test at the end of the session.	04/03/2010 - The Citizenship Preparation instructor reported student scores on rubric assessments for U.S. history and government content of the SLO. Results indicate that 76% of all students received passing scores of 70% or higher. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	04/26/2010 - Items for this test reflect the INS Naturalization questions that will be asked of applications during their U.S. Citizenship. Results for this initial testing of the SLO indicate that the difficulty of the test was suitable for a class with a wide range of English abilities.
	ESL - CITZ NAT - Citizenship - Naturalization Interview Skills - Listening & Writing - Students will improve their understanding of the listening and writing content of the U.S. Citizenship interview. (Created By ESL) **Classification of Resources Requested:** Maintenance Need **Is this SLO also a GEO?:** No	**Assessment Method:** The instructor will administer a listening test using dictation and short-answer responses in order to assess student knowledge of "100 Questions" outlined by U.S. Naturalization Dept. **Assessment Method Category:** Course Embedded Test **Criterion:** 70% of the students who participate will receive a passing score of 70% or higher on the test at the end of the session.		

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
PARTNERSHIPS & OUTREACH: Modify ESL placement test technology to enable its distribution to other community colleges needing ESL placement testing.				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
CLASSROOM & FACILITIES: Maximize use of facilities through grant funding and shared college resources to serve more limited English students and contribute to the growth of college FTES.				

Goal	Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
DISTANCE LEARNING: Investigate best practices in delivery of distance learning ESL classes (e.g., online, video check-out) to formulate a plan for Mt. SAC ESL.				

ePIE Course Report - 4 Column

Mt. San Antonio College

Older Adult Programs

Mt. SAC Mission Statement: The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Older Adult Programs - BS ABE07 - Re-Entry Work Skills Needed for Today?s Workforce - Job Search Techniques - The students in Re-entry work skills needed for todays workforce will demonstrate job search techniques. (Created By Older Adult Programs) **Course Outcome Status:** Not Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Re-entry work skills needed for todays workforce will produce an appropriate class project that demonstrates job search techniques. The instructor will evaluate each students project while checking for; ability to search for jobs effectively. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient ability to search for jobs effectively.		
Older Adult Programs - BS ABE07 - Re-Entry Work Skills Needed for Today?s Workforce - Resume/Cover letter - The students in Re-entry work skills needed for todays workforce will demonstrate proper resume and cover letter styles. (Created By Older Adult Programs) **Course Outcome Status:** Not Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAO faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Re-entry work skills needed for todays workforce will produce an appropriate class project that demonstrates proper resume and cover letter styles. The instructor will evaluate each students project while checking for; proper resume and cover letter styles. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least demonstrate proficient resume and cover letter styles.		
Older Adult Programs - DSPS ELL01 - Lifelong Learning for the Special Needs Population - Expressive communication - The students in Lifelong Learning for Special Needs will demonstrate improved	**Assessment Method:** All students in Lifelong Learning for Special Needs class will produce a class project that demonstrates improved communication skills. The instructor will	08/25/2011 - During the Spring 2011 semester 35% of the students demonstrated advanced expressive communication, 50% were proficient, while 15% were emerging. **Summary of Data Type:**	08/25/2011 - Will continue to test again during the spring 2012 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
expressive communication skills. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient ability to follow multi task direction.	Criterion Met **Summary of Data Status:** Open	
Older Adult Programs - DSPS ELL01 - Lifelong Learning for the Special Needs Population - Receptive communication - The students in Lifelong Learning for Special Needs will demonstrate improved receptive communication skills. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Lifelong Learning for Special Needs class will produce a class project that demonstrates use of basic cognitive function. The instructor will evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least demonstrate proficient receptive communication skills.	08/25/2011 - During the spring 2011 semester 35% of the students demonstrated advanced receptive communication, 50% were proficient, while 15% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester.
Older Adult Programs - OAD ELL03 - Lifelong Learning for Older Adults - Crafts - Construct a craft - The students in Lifelong Learning for Older Adults Crafts classes will construct a craft item through observation and instruction through a personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009	**Assessment Method:** All students in Lifelong Learning for Older Adults Crafts will produce a class project that demonstrates construction of a craft item. The instructor will evaluate each students project using a rubric. **Assessment Method Category:** Other **Criterion:**	08/25/2011 - During the spring 2011 semester 26% of the students were advanced in proper construction of a craft, 45% were proficient, while 29% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Intended Date to Complete 'Use of Results': 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO workshop	65% of the students will at least display proficiency in construction of a craft item.	06/28/2010 - During the Spring 2010 semester 51% of the students in Lifelong Learning for Older Adults Crafts showed advanced skills in construction of a craft, 28% showed proficient skills, and 21% showed emerging skills. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will continue testing again during the 2011 Spring semester.
Older Adult Programs - OAD ELL03 - Lifelong Learning for Older Adults - Crafts - Proper use of craft tools - The students in Lifelong Learning for Older Adults Crafts classes will demonstrate proper use of craft tools through a personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009	**Assessment Method:** All students in Lifelong Learning for Older Adults Crafts classes will produce an appropriate class project that demonstrates proper use of craft tools. The instructor will evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:**	08/25/2011 - During the spring 2011 semester 38% of the students were advanced in proper use of craft tools, 33% were proficient, while 29% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester.
Intended Date to Complete 'Use of Results': 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO workshop	65% of the students will at least display proficiency in proper tool usage.	06/28/2010 - During the Spring 2010 semester 51% of the students in Lifelong Learning for Older Adults Crafts classes showed advanced use of craft tools, 28% showed proficient use, and 21% showed emerging use. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will continue testing again during the spring 2011 semester.
Older Adult Programs - OAD ELL04 - Lifelong Learning for Older Adults - Short term memory - The students in the Lifelong Learning for Older Adults classes will at least maintain their individual level of short term memory. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009	**Assessment Method:** All students in Lifelong Learning for Older Adults classes will take the same class-appropriate short term memory skills test at two points in a semester (beginning and end). The instructor will note each student's score. **Assessment Method Category:** Standardized Test **Criterion:**	08/30/2011 - During the Spring 2011 semester 42% of the students increased their short term memory, 42% maintained their short term memory, and 16% decreased their short term memory. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/30/2011 - Will continue to test again during the spring 2012 semester.
Intended Date to Complete 'Use of Results': 06/14/2009	50% of the students will at least maintain their individual level of short term memory	06/28/2010 - During the Spring 2010 semester 13% of students increased their short-term memory, 75% maintained their short-term	06/28/2010 - Will test again during the Spring 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	as noted on record sheets maintained in class by the instructor.	memory, and 12% decreased their short-term memory. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		07/24/2009 - During the Spring 2009 semester 41% of students increased their short-term memory, 38% maintained their short-term memory, and 21% decreased their short-term memory. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/24/2009 - Re-evaluate and adjust test for short-term and long-term memory. Encourage and emphasize the importance of students completing both rounds of testing. Will test again in Spring 2010.
		05/28/2009 - During the 2009 spring semester 100% of students completing testing maintained short term memory. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	05/28/2009 - Fine tune SLO's and continue testing again in Spring 2010.
Older Adult Programs - OAD ELL04 - Lifelong Learning for Older Adults - Long term /cognititive - The students in Lifelong Learning for Older Adults classes will at least maintain their individual level of long term memory. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:**	**Assessment Method:** All students in Lifelong Learning for Older Adults classes will take the same class-appropriate long term memory skills test at two points in a semester (beginning and end). The instructor will note each student's score. **Assessment Method Category:** Standardized Test **Criterion:** 50% of the students will at least maintain their individual level of short term memory as noted on record sheets maintained in class by the instructor.	08/30/2011 - During the Spring 2011 semester 54% of the students increased their long term memory, 36% of the students maintained their long term memory, while 10% decreased their long term memory. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/30/2011 - Will review SLO and make adjustments to the SLO and continue to test again during the Spring 2012 semester.
		06/28/2010 - During the Spring 2010 semester 12% of students increased their long-term memory, 83% maintained their long-term memory, and 5% decreased their long-term memory. **Summary of Data Type:** Criterion Met **Summary of Data Status:**	06/28/2010 - Will test again during the Spring 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Open	
Faculty SLO training workshop		07/24/2009 - During the Spring 2009 semester 45% of students increased their long-term memory, 36% maintained their long-term memory, and 20% decreased their long-term memory. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/24/2009 - Re-evaluate and adjust testing to ensure students complete both rounds of testing. Will continue testing during Spring 2010 semester.
Older Adult Programs - OAD ELL05 - Lifelong Learning Through Current World Events - Discuss current events - The students in the Lifelong Learning through Current World Events classes will at least maintain their individual level of discussing current events through experiential group discussion. (Created By Older Adult **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Lifelong Learning through Current World Events classes will participate in experiential class discussions with the instructor documenting standardized observations at two points in a semester (beginning and end). The instructor will note each students score. **Assessment Method Category:** Standardized Test **Criterion:** 50% of the students will at least maintain their individual level of discussing current events through group discussions as noted on record sheets maintained in class by the instructor.	06/28/2010 - During the Spring 2010 semester 32% of students in the Lifelong Learning through Current World Events classes increased, 47% maintained, and 21% decreased their individual level of discussing current events through experiential group discussion. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will continue testing again during the Spring 2011 semester.
Older Adult Programs - OAD ELL05 - Lifelong Learning Through Current World Events - Discuss influence of events - The students in the Lifelong Learning through Current World Events classes will at least maintain their individual level of describing the influence of specific events in relation to local and global environments through experiential group discussion. (Created By Older Adult Programs)	**Assessment Method:** All students in Lifelong Learning through Current World Events classes will participate in experiential class discussions with the instructor documenting standardized observations at two points in a semester (beginning and end). The instructor will note each student's score on record sheets maintained in class by the instructor.	06/28/2010 - During the Spring 2010 semester 33% of students in the Lifelong Learning through Current World Events classes increased, 57% maintained, and 10% decreased their individual level of describing the influence of specific events in relation to local and global environments through experiential group discussion. **Summary of Data Type:** Criterion Met	06/28/2010 - Will test again during the spring 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
SLO/GEO Start Date: 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching faculty funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training Workshop	**Assessment Method Category:** Other **Criterion:** 50% of the students will at least maintain their individual level of discussing current events through group discussions	**Summary of Data Status:** Open	
Older Adult Programs - OAD FKA04 - Quilting - Demonstrate proper pattern layout - The students in Quilting classes will demonstrate pattern layout through an individual class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Not Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO porcess **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Quilting Classes will produce an appropriate class project that demonstrates the proper pattern layout of quilting. The instructor will evaluate each students project using a rubric. **Assessment Method Category:** Other **Criterion:** 65% of the students will at least display proficiency in proper pattern layout.	07/14/2011 - During the Spring 2011 semester 57% of the students were advanced in pattern layout, 43% were proficient in pattern layout, and 0% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 10/05/2010 - During the Spring 2010 semester 59% of the students demonstrated advanced pattern layout, 38% demonstrated proficient pattern layout, and 3% demonstrated emerging pattern layout. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/14/2011 - Will continue to test again during the Spring 2012 semester. 10/05/2010 - Will continue testing students again during the spring 2011 semester.
Older Adult Programs - OAD FKA04 - Quilting - Demonstrate proper tool care - The students in Quilting classes will demonstrate proper tool care through a personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009	**Assessment Method:** All students in Quilting Classes will produce a class project that demonstrates proper tool care. The instructor will evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:** 65% of the students will at least display proficiency in tool care.	07/14/2011 - During the Spring 2011 semester 85% of the students were advanced in tool care, 15% were proficient and 0% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 10/05/2010 - During the Spring 2010 semester 61% of the students demonstrated advanced tool care, 36% demonstrated proficient tool care, and	07/14/2011 - Will revise the tool care assessment to better assess the students in the quilting class, and continue to test again during the Spring 2012 semester. 10/05/2010 - Will continue to test students againg during the Spring

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Not Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO porcess **Training Resources Required:** Facutly SLO training workshop		3% demonstrated emerging tool care. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	2011 semester. _____
Older Adult Programs - OAD FNA01 - China Painting - Display proper brush strokes - The students in China Painting Classes will display proper brush strokes through personal class projects. (Created By Older Adult Programs) **SLO/GEO Start Date:** 01/05/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in China Painting Classes will produce a class project that demonstrates proper brush strokes. The instructor will evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficiency in brush stroke techniques.	07/14/2011 - During the Spring 2011 semester 23% of the students were advanced in Brush strokes techniques, 47% were proficient in brush strokes techniques, 30% were emerging in their brush stroke techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/14/2011 - Will continue to test again during the Spring 2012. _____
		10/05/2010 - During the Spring 2010 semester 19% of the students were advanced in brush strokes, 54% were proficient and 27% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	10/05/2010 - We will continue testing again during the spring 2011 semester. _____
		06/12/2009 - During the spring 2009 semester 60% of students were proficient in brush strokes, 40% were emerging in brush strokes. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/12/2009 - Fine tune SLO process and continue testing again in Spring 2010. _____
		02/20/2009 - During the Winter of 2009: 28% of students produced projects that demonstrated proficient brush strokes. 72% of students produced projects that demonstrated emerging brush strokes **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Older Adult Programs - OAD FNA01 - China Painting - Illustrate color management - The students in China Painting Classes will illustrate proper use of color management used in china painting through completion of a personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in China Painting Classes will produce a class project that illustrates proper use of color management used in china painting. The instructor will evaluate each students project using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient color management.	07/14/2011 - During the Spring 2011 semester 23% of the students dispayed proper use of color management, 47% of the students displayed proficient use of color management, and 30% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/14/2011 - Will continue to test the students again during the Spring 2012 semester.
		07/14/2011 - During the Spring semester 23% of the students displayed proper use of color management, 47% of the students displayed proficient use of color management, 30% of the students displayed emerging use of color management. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/14/2011 - Will continue to test the students again during the Spring 2012 semester.
		10/05/2010 - During the Spring 2010 semester 24% of the students illustrated advanced color management, 45% of the students were proficient, and 31% of the students were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	10/05/2010 - Will continue to test students again during the Spring 2011 semester.
		06/12/2009 - During the spring semester 2009 62% of the students were proficient in color management, 39% of the students were emerging in color management. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/12/2009 - Fine tune SLO process and continue testing again in Spring 2010.
		02/20/2009 - During the Winter of 2009: 25% of students produced projects that demonstrated proficient Color management. 75% of students produced projects that demonstrated emerging	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		color management. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	
Older Adult Programs - OAD FNA03 - Oil Painting - Proper brush strokes - The students in Oil painting classes will display proper brush strokes through personal class projects. (Created By Older Adult Programs) **SLO/GEO Start Date:** 09/01/2008 **Intended Date to Complete 'Use of Results':** 06/30/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process. **Training Resources Required:** Faculty SLO training workshop.	**Assessment Method:** All students in Oil painting classes will produce a class project that demonstrates proper brush strokes. The instructor will evaluate each students project using a rubric. **Assessment Method Category:** Other **Criterion:** 70% of the students will at least display proficiency in brush stroke techniques.	08/25/2011 - During the Spring 2011 semester 30% of the students were advanced in brush stroke technique, 40% were proficient, and 30% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester.
		12/15/2008 - During the fall of 2008: 59% of students produced projects that demonstrated proficient brush strokes. 41% of students produced projects that demonstrated emerging brush strokes. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/12/2009 - Run assessment again next semester, with instructor putting more emphasis on brush stoke technique
Older Adult Programs - OAD FNA03 - Oil Painting - Pictorial Planning - The students in Oil painting classes will illustrate proper pictorial planning through completion of a personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 09/01/2008 **Intended Date to Complete 'Use of Results':** 06/30/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process.	**Assessment Method:** All students in Oil painting classes will produce a class project that demonstrates proper pictorial planning used in oil painting. The instructor will evaluate each students project using a rubric. **Assessment Method Category:** Other **Criterion:** 70% of the students will at least display proficient pictorial planning.	08/25/2011 - During the Spring 2011 semester 20% of the students wer advanced in pictorial planning, 53.33% of the students were proficient, and 26.66% of the students were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test the students again during the spring 2012 semester.
		01/12/2009 - The outcome was not met 70% of students did not display proficiency in pictorial planning. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/12/2009 - Instructor will assess again next semester placing more emphasis on pictoral planning.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Training Resources Required: Faculty SLO training workshop			
Older Adult Programs - OAD FNA04 - Watercolor Painting - Proper Brush Strokes - All students in Watercolor Painting Classes will produce an appropriate class project that demonstrates proper brush strokes. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Watercolor Painting Classes will produce an appropriate class project that demonstrates proper brush stroke techniques in watercolor painting. The instructor will evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient brush stroke technique.	08/25/2011 - During the Spring 2011 semester 40% of the students were advanced in Brush stroke technique, 50% were proficient, and 10% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 10/05/2010 - During the Spring 2010 semester 35% of the students showed advanced brush stroke technique, and 65% showed proficient brush stroke technique, while 0% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the Spring 2012 semester. _____ 10/05/2010 - Will continue to test students again during the Spring 2011 semester. _____
Older Adult Programs - OAD FNA04 - Watercolor Painting - Pictorial Planning - All students in Watercolor Painting Classes will produce an appropriate class project that demonstrates proper pictorial planning used in watercolor painting. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Watercolor Painting Classes will produce a class project that illustrates proper use of pictorial planning used in watercolor painting. The instructor will evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient pictorial planning.	08/25/2011 - During the Spring 2011 semester 36% of the students were advanced in pictorial planning, 54% were proficient, and 10% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 10/05/2010 - During the spring 2010 semester 33% of students demonstrated advanced pictorial planning, 67% demonstrated proficient pictorial planning, while 0% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the Spring 2012 semester. _____ 10/05/2010 - Will continue to test again during the Spring 2011 semester. _____
Older Adult Programs - OAD FNA32 -			

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Drawing ? Beginning Through Advanced - Demonstrate anatomical proportions - The students in Drawing-Beginning through Advanced classes will demonstrate proper anatomical proportions through a personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** faculty SLO training workshop	**Assessment Method:** All students in Drawing-Beginning through Advanced Classes will produce a class project that demonstrates anatomical proportions. The instructor will evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:** 65% of the students will at least display proficiency in proper anatomical proportions.	08/25/2011 - During the Spring 2011 semester 29% of the students were advanced in anatomical proportions, 57% of the students were proficient, while 14% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester.
		06/12/2009 - During the Spring 2009 58% of students demonstrated advanced anatomical proportions, 38% were proficient, and 4% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/12/2009 - Will fine tune SLO process and continue testing in Spring 2010.
Older Adult Programs - OAD FNA32 - Drawing ? Beginning Through Advanced - Demonstrate shadow casting - The students in Drawing-Beginning through Advanced classes will demonstrate shadow casting through a personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** faculty SLO training workshop	**Assessment Method:** All students in Drawing-Beginning through Advanced Classes will produce a class project that demonstrates shadow casting. The instructor will evaluate each student's project using a rubric. **Assessment Method Category:** Other **Criterion:** 65% of the students will at least display proficiency in shadow casting.	08/25/2011 - During the spring 2011 semester 32% of the students were advanced in shadow casting, 56% were proficient, while 12% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the Spring 2012 semester.
		06/12/2009 - During the spring 2009 semester 42% of students were advanced in shadow casting, 54% were proficient, and 4% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/12/2009 - Fine tune SLO process and continue testing students in Spring 2010.
Older Adult Programs - OAD MOX01 - Healthy Aging - Maintain levels of endurance - The students in Older Adult Physical Conditioning classes will at least	**Assessment Method:** All students in older adult physical conditioning classes will take the same class-appropriate endurance test at two	01/04/2012 - During the Fall 2011 semester 68% of the students increased their individual levels of endurance, 19% maintained, while 12% decreased.	01/04/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
maintain their individual levels of endurance. (Created By Older Adult Programs) **SLO/GEO Start Date:** 08/27/2007 **Intended Date to Complete 'Use of Results':** 06/30/2008 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	points in a semester (beginning and end). An observer will note each students stopping time. **Assessment Method Category:** Standardized Test **Criterion:** 50% of the students will at least maintain their individual level of endurance as noted on individual record cards maintained in class by the instructor.	**Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		06/10/2011 - During the Fall 2010 semester .07% of the students in Healthy Aging classes decreased their individual level of endurance, 19% of the students maintained, while 73% increased their level of endurance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/10/2011 - Will continue to test all Healthy Aging classes again during the Fall 2011 Semester.
		02/19/2010 - During the Fall '09 semester 69% of the students increased their endurance, 25% of the students maintained their endurance, and 6% decreased their endurance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/19/2010 - Will test again during the Fall 2010 semester, and continue to fine tune the SLO's for this course.
		06/12/2009 - During the Spring 2009 semester 61% of the students increased their levels of endurance, 33% maintained, and 6% declined. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/12/2009 - Fine tune SLO process, encourage students to complete both rounds of testing, and continue testing again in Fall 2009.
		01/21/2009 - During the Fall of 2008: 3% of students decreased their individual levels of endurance. 45% of students maintained their individual levels of endurance. 52% of students increased their levels of endurance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		12/11/2008 - During Summer 2008: 17% of students increased their level of endurance. 75% of students maintained thier level of endurance.	12/11/2008 - Demonstrate to students the benefits of their class participation.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		8% decreased their level of endurance **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	Fine tune SLO process for this particular course. Increase student participation in both rotations of testing.
		06/20/2008 - During the spring of 2008 21% of students increased their level of endurance. 50% of students maintained their level of endurance. 29% of students decreased their level of endurance **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		12/14/2007 - During the Fall of 2007 , 15 out of 15 classes participated. 24% indicated a decrease in their endurance. 41% indicated they at least maintained their endurance. 35% indicated they improved their endurance **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	05/16/2008 - Increase student participation in all three rotations of testing. Demonstrate to students the benefits of their class participation. Fine tune SLO process for this particular course.
Older Adult Programs - OAD MOX01 - Healthy Aging - Maintain upper body strength - The students in Older Adult Physical Conditioning classes will at least maintain their upper-body strength. (Created By Older Adult Programs) **SLO/GEO Start Date:** 08/27/2007 **Intended Date to Complete 'Use of Results':** 06/30/2008 **Course Outcome Status:** Actively Assessing	**Assessment Method:** Classes for older adults will take the same test at three points in a semester (beginning, middle and end). Students will stretch exercise bands of different resistances. The level of resistance and number of repetitions will be noted by the instructor on individual record cards. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least maintain their individual levels by semester end as	01/04/2012 - During the Fall 2011 semester 68% of the students increased their upper body strength, 19% maintained, while 12% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 06/10/2011 - During the Fall 2010 semester .06% of the students in the Healthy Aging classes decreased their upper body strength, 10% maintained their upper body strength, while 83% increased their upper body strength.	01/04/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process. 06/10/2011 - Will continue to test again during the Fall 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process	noted on individual record cards maintained in class by the instructor.	**Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Training Resources Required: Faculty SLO training workshop		02/19/2010 - During the Fall '09 semester 87% of the students increased their upper body strength, 6% maintained their upper body strength, and 7% decreased their upper body strength. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/19/2010 - Will test again during the Fall 2010 semester and continue to fine tune the SLO's for this course.
		06/12/2009 - During the spring 2009 semester 100% of the students increased their upper body strength. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/12/2009 - Fine tune SLO process, encourage students to complete both rounds of testing, and will continue testing again in Fall 2009.
		01/21/2009 - During the Fall 2008: 19% of students decreased their upper-body strength. 14% of students maintained their upper-body strength. 66% of the students increased their upper-body strength. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/21/2009 - Increase students participation in all two testing rotations. Demonstrate to students the benefits of their class participation. Fine tune SLO process for this course.
		12/11/2008 - During Summer 2008: 70% of students increased their upperbody strength. 9% of students maintained their upper bosy strength 21% of students indicated a decrease in theri upper bosy strength **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/11/2008 - Increase student participation in both rotations of testing. Demonstrate to student s the benefits of their class participation. Finteune SLO process for this particular course
		06/20/2008 - During Spring 2008: 63% of students increased their upper body strength. 6% of students maintained their upper body strength.	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		31% of students indicated a decrease in their upper body strength. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		12/14/2007 - During Fall 2007, 15 out of 15 classes participated. 15% of test participants indicated a decrease in their upper body strength. 7% of test participants indicated they at least maintained their upper body strength. 78% of test participants indicated they improved their upper body strength. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/14/2007 - Increase student participation in all 3 rotations of testing. Demonstrate to students the benefits of their class participation. Fine-tue SLO process for this course.
Older Adult Programs - OAD MOX02 - Healthy Aging - Principles of Slow Movement - Balance - Students in Older Adult Mobiltiy Through Exercise - Slow Stretch Tai Chi Movement classes will at least maintain their individaul levels of balance. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/22/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO workshop	**Assessment Method:** Students in Older Adult Mobility through exercise - slow stretch tai chi classes will demonstrate proper feet posistions using the Horse stance at two points in the semester (beginning and end) **Assessment Method Category:** Other **Criterion:** 50% of students will at least maintain their individual level of balance as noted on record sheets maintained by the instructor.	01/06/2012 - During the Fall 2011 semester 18% of the students increased their individual balance, 82% maintained, while 0% decreased. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/06/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and fine tune the SLO process.
		02/19/2010 - During the fall '09 semester 41% of the students increased their individual levels of balance, 58% maintained their individual levels of balance, and 0% decreased their individual levels of balance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/19/2010 - Will test again during the fall 2010 semester and continue to fine tune the SLO process for this course.
		07/24/2009 - During the Spring 2009 semester 91% of students maintained their balance, 9% increased their balance, 0% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:**	07/24/2009 - Re-evaluate test for this class and make appropriate changes. Will continue testing during Fall 2009.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Open	
Older Adult Programs - OAD MOX02 - Healthy Aging - Principles of Slow Movement - Mobility - Students in the older adult mobility through exercise - slow stretch Tai Chi movement classes will at least maintain their individual levels of mobility. (Created By Older Adult Programs)	**Assessment Method:** All students in older adult mobility through exercise - slow stretch Tai Chi movement classes will take the same mobility test using the Bow stance at two points in a semester (beginning and end). **Assessment Method Category:** Other **Criterion:** 50% of the students will at least maintain their individual levels of mobility.	01/06/2012 - During the fall 2011 semester 42% of the students increased their individual levels of mobility, 58% maintained, while 0% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/06/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and fine tune the SLO process.
SLO/GEO Start Date: 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/22/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO workshop		02/19/2010 - During the fall '09 semester 60% of the students increased their individual levels of mobility, 39% maintained their individual levels of mobility, and 0% decreased their individual levels of mobility. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/19/2010 - Will test again during the fall 2010 semester, and continue to fine tune the SLO process for this course.
		07/24/2009 - During the Spring 2009 semester 63% of students maintained their levels of mobility, 37% increased their levels of mobility and 0% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/24/2009 - Re-evaluate test for mobility and make appropriate changes. Will continue testing during Fall 2009 semester.
Older Adult Programs - OAD MOX04 - Healthy Aging - Principles of Posture and Flexibility - Maintain level of lower back/hamstring flexibility - The students in Older Adult Mobility Through Exercise Yoga classes will at least maintain their individual levels of lower back and hamstring flexibility. (Created By Older Adult Programs)	**Assessment Method:** All students in older adult mobility through exercise yoga classes will take the same class-appropriate flexibility test at two points in a semester (beginning and end). An observer will note each students flexibility reach to the nearest ¼ inch while using the flex box tester. **Assessment Method Category:** Standardized Test **Criterion:** 50% of the students will at least maintain their individual level of lower back and	01/04/2012 - During the Fall 2011 semester 43% of the students increased their levels of lower back and hamstring flexibility, 57% maintained, while 0% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/04/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.
SLO/GEO Start Date: 02/23/2009 **Intended Date to Complete 'Use of Results':**		01/29/2010 - During the Fall '09 semester 40% of the students increased their lower back and hamstring flexibility, 20% of the students maintained their lower back and hamstring	01/29/2010 - Will test again during the Fall '09 semester. Demonstrate importance of lower back and hamstring flexibility for the health

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
06/14/2009 **Course Outcome Status:** Actively Assessing **Equipment Resources Required:** Flex Box & measuing tape **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	hamstring flexibility as noted on record sheets maintained in class by the instructor.	flexibility, and 40% decreased their lower back and hamstring flexibility. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	and well being of the students participating.
		06/05/2009 - During the Spring 2009 semester 78% of students enrolled in Yoga increased their lower back and hamstrings, 11% maintained, and 11% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/05/2009 - Fine tune the slo proccess, encourage students to complete both rounds of testing, and continue to test again in fall 2009.
		01/21/2009 - During the Fall of 2008: 53% of students maintained their lower back and hamstring flexibility. 47% of students increased their lower back and hamstring flexibility. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Older Adult Programs - OAD MOX04 - Healthy Aging - Principles of Posture and Flexibility - Maintain individual level of shoulder flexibility - The students in Older Adult Mobility Through Exercise Yoga classes will at least maintain their individual level of shoulder flexibility (rotator cuff flexibility). (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Equipment Resources Required:** Flex box & measuring tape	**Assessment Method:** All students in older adult mobility through exercise yoga classes will take the same class-appropriate flexibility test at two points in a semester (beginning and end). An observer will note each students shoulder flexibility reach to the nearest ¼ inch. **Assessment Method Category:** Standardized Test **Criterion:** 50% of the students will at least maintain their individual level of shoulder flexibility reach as noted on record sheets maintained in class by the instructor.	01/04/2012 - During the Fall 2011 semester 34% of the students increased their individual level of shoulder flexibility, 62% maintained, while 4% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/04/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.
		01/29/2010 - During the Fall '09 semester 15% of the students improved their shoulder flexibility, 50% of the students maintained their shoulder flexibility, and 35% decreased their should flexibility. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/29/2010 - Will test again during the Fall 2010 semester and will demonstrate the importance of shoulder flexibility for the students health and well being.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop		06/05/2009 - During the spring 2009 semester 67% of students enrolled in Yoga increased their shoulder flexibility, 33% maintained and 0% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/05/2009 - Fine tune slo process, encourage students to complete both rounds of testing, and continue testing again in fall 2009.
		01/21/2009 - During the Fall of 2008: 32% of students maintained shoulder flexibility. 68% of the students increased their shouder flexibility. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Older Adult Programs - OAD MOX06 - Healthy Aging - Principles of Aquatic Resistance - Maintain level of endurance - The students in Older Adult Mobility Through Exercise Water Exercise classes will keep their bodies moving to at least maintain their level of endurance. (Created By Older Adult Programs) **SLO/GEO Start Date:** 08/27/2007 **Intended Date to Complete 'Use of Results':** 06/30/2008 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in older adult MTE Water Exercise classes will take the same class-appropriate endurance test at two points in a semester (beginning and end). An observer will note each students number of laps in 3 minutes. 50% of the students will at least maintain their individual level of endurance as noted on individual record cards maintained in class by the instructor. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least maintain their individual levels by semester end as noted on individual record cards maintained in class by the instructor.	01/04/2012 - During the Fall 2011 semester 72% of the students increased their individual level of endurance, 14% maintained, while 14% decreased their level of endurance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/04/2012 - Will schedule a meeting with faculty during the Winter inersession to discuss and fine tune the SLO process.
		06/10/2011 - During the Fall 2010 Semester 67% of the Healthy Aging through aquatic resistance students increased their individual endurance levels, 20% Maintained and 13.3% Decreased their level of endurance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/10/2011 - Will continue to test again during the Fall 2011 semester.
		01/29/2010 - During the Fall '09 semester 74% of the students increased their level of endurance, 18% of the students maintained their level of endurance, and 8% decreased their level of endurance. **Summary of Data Type:** Criterion Met	01/29/2010 - Will test again during Fall 2010 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Summary of Data Status: Open	
		01/21/2009 - During the Fall 2008: 15% of students decreased their individual level of endurance. 18% of students increased their individual level of endurance. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	01/21/2009 - Instructor will assess again next semester placing more emphasis on increasing students individual levels of endurance.
		12/11/2008 - During the Summer of 2008: 85% of students who tested improved their individual level of endurance and 4% of students maintained their level of endurance and 11% indicated a decrease in their individual level of endurance **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/11/2008 - Increase student participation in both rotations of testing Demonstrate to students the benefits of their class participation. Fine tune SLO process for this particular course The outcome was met
		07/18/2008 - During Spring 2008: 63% improved their individual level of endurance and 15% of students maintained their level of endurance and 22% indicated a decrease in their level of endurance **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/18/2008 - Encourage student participation in testing at both points in the semester. Improve SLO process for this particular course.
		05/16/2008 - During the Fall of 2007, two out of two classes participated. and 27% indicated a decrease in their endurance. While 6% of test participants indicated they at least maintained their endurance. 67% of test	05/19/2008 - Demonstrate to students the benefits of their class participation Encourage student participation in testing at all 3 points in the semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		participants indicated they improved their endurance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	Improve SLO process for this course.
Older Adult Programs - OAD MOX06 - Healthy Aging - Principles of Aquatic Resistance - Core body strength - The students in Older Adult Mobility Through Exercise Water Exercise classes will at least maintain their core body strength. (Created By Older Adult Programs) **SLO/GEO Start Date:** 08/27/2007 **Intended Date to Complete 'Use of Results':** 06/30/2008 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in MTE Water Exercise classes for older adults will take the same test at two points in a semester (beginning and end). Students will perform abdominal crunches for 1 minute and number of repetitions will be noted by an observer on individual record cards. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least maintain their individual levels by semester end as noted on individual record cards maintained in class by the instructor.	01/04/2012 - During the fall semester 56% of the students increased their core body strength, 4.5% maintained, while 39.5% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/04/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and fine tune the SLO process.
		06/10/2011 - During the Fall 2010 semester 70% of the students in the healthy aging through aquatic resistance class increased their core body strength, 23.3% maintained their core body strength, and .07% decreased their core body strength. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/10/2011 - Will continue to test students again during the Fall 2011 semester.
		01/29/2010 - During the Fall '09 semester 70% of the students increased their overall core body strength, 12% maintained their core body strength, and 18% decreased their core body strength. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/29/2010 - Test again in Fall 2010. Demonstrate the importance of core body strength in the health and well being of the students participating in the course.
		01/21/2009 - During the Fall 2008: 21% of students decreased their core body strength. 11% of the students maintained their core body strength. 67% of the students increased their core body strength. **Summary of Data Type:** Criterion Met	01/21/2009 - Demonstrate to students benefits of their class participation. Increase student participation in both testing sessions. Fine tune SLO process for this course.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Summary of Data Status: Open	
		12/11/2008 - During the summer 2008: 73% improved their core body strength, 15% maintained their core body strength and 12% indicated a decrease in core body strength **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		07/18/2008 - During Spring 2008: 82% improved thier core body strength, 11% maintained their core body strength and 7% indicated a decrease in core body strength **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/18/2008 - Encourage student participation in testsing at both points in the semester. Improve SLO process fro this particular course. The outcome was met
		12/14/2007 - During the Fall of 2007, two out of two classes participated. 44% of test participants indicated a decrease in their core body strength. 0% indicated they at least maintained their core body strength. 56% indicated they improved their core body strength. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	05/19/2008 - Demonstrate to students the benefits of their class participation Encourage student participation in testing at all 3 points in the semester. Improve SLO process for this course.
Older Adult Programs - OAD MOX11 - Healthy Aging - Fall Prevention: Balance and Mobility - Static Balance - Students in Fall Prevention: Balance and Mobility classes will at least maintain their static balance. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of**	**Assessment Method:** Students in Fall Prevention: Balance and Mobility class will take two appropriate balance tests at the beginning and end of the semester. Instructor will observe students in the Tandem Stance and record in seconds how long they can maintain their balance. **Assessment Method Category:**	01/04/2012 - During the Fall 2011 semester 28% of the students increased their static balance, 72% maintained, while 0% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 04/19/2011 - During the Fall 2010 semester 3% of	01/04/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Results': 06/22/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	Standardized Test **Criterion:** 50% of the students will maintain their individual levels of static balance.	the Fall prevention students decreased their static balance, 55% maintained their static balance, and 42% increased their static balance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test the students again during the Fall 2011 semester.
		02/18/2010 - During the Fall '09 semester 50% of the students increased their static balance, 48% maintained their static balance, and 1% decreased their static balance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/18/2010 - Will test again during the Fall 2010 semester.
		06/12/2009 - During the spring 2009 semester 86% of students maintained there static balance, 11% increased, and 3% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/12/2009 - Fine tune the SLO process, encourage students to complete both rounds of testing and continue testing again in Fall 2009.
Older Adult Programs - OAD MOX11 - Healthy Aging - Fall Prevention: Balance and Mobility - Dynamic Balance - Students in Fall Prevention: Balance and Mobility will at least maintain their dynamic balance. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/22/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Students in Fall Prevention: Balance and mobility classes will take two appropriate balance test at the beginning and end of the semester. Instructor will observe students making a 360 degree turn. Instructor will note observations on record sheets and turn in data at end of semester. **Assessment Method Category:** Standardized Test **Criterion:** 50% of students will at least maintain the Dynamic Balance.	01/04/2012 - During the Fall 2011 semester 3% of the students increased their dynamic balance, 97% maintained, while 0% decreased. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/04/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and fine tune the SLO process.
		04/19/2011 - During the Fall 2010 semester the 0% of the fall prevention students decreased their dynamic balance, 97% maintained their dynamic balance, and 3% of the students increased their dynamic balance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test the Fall prevention students again during the Fall 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		02/18/2010 - During the Fall '09 semester 53% of the students increased their dynamic balance, 46% maintained their dynamic balance and 0% decreased their dynamic balance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/18/2010 - Will test again during the Fall 2010 semester.
		06/12/2009 - During the spring 2009 semester 97% of students maintained their dynamic balance, and 3% increased. 0% of the students declined in their dynamic balance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/12/2009 - Fine tune SLO process, encourage students to complete both rounds of testing, and continue testing in Fall 2009.
Older Adult Programs - VOC AGR-G - Home Gardening - Proper Sunny Foliage - The students in Home Gardening will design a garden using proper foliage in regard to sunny areas through completion of an individual class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Not Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Home Gardening will produce an appropriate class project that demonstrates garden design using proper foliage in sunny areas. The instructor will evaluate each students project while checking for proper foliage placement in regard to sunny areas. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient foliage usage in regard to sunny areas.	08/25/2011 - During the Spring 2011 semester 67% of the students in Home Gardening class were advanced in proper foliage design in regards to sunny areas. 31% were proficient and 2% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the Spring 2012 semester.
		06/28/2010 - During the Spring 2010 semester 52% of the home gardening students showed advanced skills using proper foliage in sunny areas, 28% showed proficient skills and 21% showed emerging skills. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will continue testing again during the spring 2011 semester.
Older Adult Programs - VOC AGR-G - Home Gardening - Proper Shady Foliage - The students in Home Gardening will design a garden using proper foliage in regard to	**Assessment Method:** All students in Home Gardening will produce an appropriate class project that demonstrates garden design using proper	08/25/2011 - During the Spring 2011 semester 55% of the students in the Home Gardening class were advanced in proper foliage design in regards to shady areas. 35% were proficient and 9% were	08/25/2011 - Will continue to test again during the Spring 2012 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
shady areas through completion of an individual class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Not Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	foliage in shady areas. The instructor will evaluate each students project while checking for proper foliage placement in regard to sunny areas. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient foliage usage in regard to shady areas.	emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		06/28/2010 - During the Spring 2010 semester 51% of the home gardening students showed advanced skills using proper foliage in shady areas, 28% showed proficient skills and 21% showed emerging skills. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will continue testing again during the spring 2010 semester.
Older Adult Programs - VOC CPBC1 - Basic Computing Level 1 - File/Folder Management - Students in Basic computing Level 1 will display their ability to manage files and folders through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/22/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Instructor will evaluate students ability to manage files and folders using a class project. Instructor will record evaluations using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of students will at least display proficient file and folder management skills through a class project.	01/06/2012 - During the fall 2011 semester 36% of the students were advanced in managing files and folders, 35% were proficient, while 29% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/06/2012 - Will schedule a faculty meeting during the winter intersession to discuss and improve on the SLP process.
		04/19/2011 - During the Fall 2010 semester 37% of students in BC1 were advanced in their ability to manage files and folders, 45% were proficient, and 18% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test students again during the Fall 2011 semester.
		01/29/2010 - During the Fall '09 semester 13% of the students displayed advanced file/folder management skills, 41% displayed proficient file/folder management skills, and 46% displayed emerging file/folder management skills. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/29/2010 - Will test again during the Fall 2010 semester. Demonstrate a variety of techniques to help students better manage files/folders.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Older Adult Programs - VOC CPBC1 - Basic Computing Level 1 - Mouse competency - Students in Basic Computing Level 1 will demonstrate through completion of a class project their abilities to use a mouse for computer applications. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/12/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Instructor will evaluate students mouse competency through the completion of a class project. Instructor will record evaluation using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will display proficient Mouse skills.	01/06/2012 - During the Fall 2011 semester 61% of the students were advanced in using mouse demonstration, 36% were proficient, while 3% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/06/2012 - Will schedule a faculty meeting during the winter intersession to discuss and fine tune the SLO process.
		04/19/2011 - During the Fall 2010 semester 39% of the students in BC1 were advanced in their abilities to use a mouse for computer applications, 49% were proficient, and 12% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test students again during the Fall 2011 semester.
		01/29/2010 - During the Fall '09 semester 32% of the students demonstrated advanced mouse skills, 39% of the students demonstrated proficient mouse skills, and 29% of the students demonstrated emerging mouse skills. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/29/2010 - Will test again during the Fall 2010 semester. Will continue to fine tune the SLO process for this course.
Older Adult Programs - VOC CPBC2 - Basic Computing Level 2 - Problem solving - Students in Basic Computing Level 2 will display proper problem solving techniques through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/12/2009 **Course Outcome Status:** Actively Assessing	**Assessment Method:** Instructors will have students complete a class project displaying proper problem solving techniques. Instructor will evaluate students projects and record evaluations using a rubric. All data will be collected and turned in at end of the semester. **Assessment Method Category:** Other **Criterion:** 50% of students will display Proficient problem solving techniques through	01/06/2012 - During the fall 2011 semester 38% of the students were advanced in proper problem solving techniques, 36% were proficient, while 25% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/06/2012 - Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.
		04/19/2011 - During the Fall 2010 semester 34% of the BC2 students displayed advanced proper problem solving techniques, 51% were proficient and 15% were emerging.	04/19/2011 - Will continue to test students again during the Fall 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	completion of class project.	**Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		02/05/2010 - During the Fall '09 semester 26% of the students displayed advanced problem solving techniques, 43% displayed proficient problem solving techniques, and 31% of the students displayed emerging problem solving techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/05/2010 - Will test again in the fall 2010 semester. Will continue to fine tune the SLO process for this course.
Older Adult Programs - VOC CPBC2 - Basic Computing Level 2 - Word Editing - Students in Basic Computing Level 2 will display proper word editing through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/12/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Instructors will have students complete a class project displaying proper word editing techniques. Instructor will evaluate students projects and record evaluations using a rubric. All data will be collected and turned in at end of the semester. **Assessment Method Category:** Other **Criterion:** 50% of students will display Proficient word editing techniques through completion of class project.	01/06/2012 - During the Fall 2011 semester 44% of the students were advanced in proper word editing, 34% were proficient, while 21% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/06/2012 - Will schedule a faculty meeting durng the winter intersession to discuss and improve the SLO process.
		04/19/2011 - During the Fall 2010 semester 36% of the CP-BC2 students were advanced in proper word editing, 53% were proficient, and 11% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test students again during the Fall 2011 semester.
		02/05/2010 - During the Fall '09 semester 13% of the students displayed advanced word editing skills, 64% of the students displayed proficient word editing skills, and 23% of the students displayed emerging work editing skills. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/05/2010 - Will test again in Fall 2010, and continue to fine tune the SLO process for this course.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Older Adult Programs - VOC CPBC3 - Basic Computing Level 3 - Proper letter head formatting - Students in Basic Computing Level 3 will display proper letter head formatting techniques through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/12/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Instructors will have students complete a class project displaying proper letter head formatting techniques. Instructor will evaluate students projects and record evaluations using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of students will display Proficient letter head formatting techniques through completion of class project.	12/19/2011 - During the Fall 2011 semester 40% of the students tested were advanced, 45% were proficient, and 15% were emerging in displaying proper letter head technique. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/19/2011 - Will schedule a meeting with computer faculty during the winter intersession to discuss how we can improve the SLO process for this course.
		04/19/2011 - During the Fall 2010 semester 41% of the students in CP-BC3 were advanced in proper letter head formatting, 41% were proficient, and 18% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test the students again during the Fall 2011 semester.
		01/29/2010 - During the Fall '09 semester 53% of the students displayed proper letter head format, 31% of the students displayed proficient letter head format, and 16% of the students displayed emerging letter head format. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/29/2010 - Will test again during the Fall '09 semester. Continue to fine tune the SLO process for this course.
Older Adult Programs - VOC CPBC3 - Basic Computing Level 3 - Graphic art - Students in Basic Computing Level 3 will display proper graphic arts formatting through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/12/2009 **Course Outcome Status:** Actively Assessing	**Assessment Method:** Instructors will have students complete a class project displaying proper graphic arts formatting. Instructor will evaluate students projects and record evaluations using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of students will display Proficient graphic arts formatting techniques through completion of class project	12/19/2011 - During the fall 2011 semester 45% of the students tested were advanced, 40% were proficient, and 15% were emerging in display of proper graphic arts formatting. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/19/2011 - Will schedule a meeting during the winter intersession with computer faculty to discuss and improve the SLO process.
		04/19/2011 - During the Fall 2010 semester 33% of the CP-BC3 students were advanced in the use of proper graphic arts formatting, 50% were proficient, and 17% were emerging. **Summary of Data Type:**	04/19/2011 - Will continue to test students again during the Fall 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Staffing Resources Required: Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop		Criterion Met **Summary of Data Status:** Open	
		01/29/2010 - During the Fall '09 semester 44% of the students displayed advanced proper use of graphics, 38% displayed proficient use of graphics, and 18% displayed emerging use of graphics. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/29/2010 - Will test again during the Fall 2010 semester. Continue to fine tune the SLO process for this course.
Older Adult Programs - VOC CPCC - Creative Computing - Software Applications - Students in Creative Computing classes will complete a class project that displays students ability to use software applications for creative computing. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Creative computing classes will complete a project displaying ability to use software applications for creative computing. The instructor will collect and evaluate class recording results on a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will display proficient ability of software applications for creative computing.	12/19/2011 - During the Fall 2011 semester 55% of the students tested were advanced, 15% were proficient, while 30% were emerging in the use of software applications for creative computing. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/19/2011 - Will schedule a meeting with computer faculty during the winter intersession to discuss and improve the SLO process.
		04/19/2011 - During the Fall 2010 semester 31% of the students in Creative Computing were advanced in the use of software applications, 31% were proficient and 38% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test students again during the Fall 2011 semester.
		02/05/2010 - During the Fall '09 semester 20% of the students displayed advanced use of software application skills, 27% of students displayed proficient use of software application skills, and 53% displayed emerging use of software application skills. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	02/05/2010 - Will test again during the Fall 2010 semester, and will emphasize the importance of software applications as needed for creative computing.
		07/24/2009 - During the Spring semester 2009	

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		21% of students were advanced in use of software applications, 36% were proficient, and 36% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/24/2009 - Will test again in Fall 2009.
Older Adult Programs - VOC CPCC - Creative Computing - Graphic Art - The students in Creative computing classes will display their use of graphic art techniques through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Creative computing classes will complete a project displaying use of graphic art techniques. The instructor will collect class projects and record evaluation on rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will display proficient use of graphic art techniques.	12/19/2011 - During the Fall 2011 semester 24% of the students tested were advanced, 53% were proficient, while 23% were emerging in displaying their use of graphic art technique. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/19/2011 - Will schudule a meeting during the winter intersession with computer faculty to discuss and improve the SLO process.
		04/19/2011 - During the Fall 2010 semester 23% of creative computing students were advanced in the use of graphics, 23% were proficient, and 54% were emerging. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	04/19/2011 - Instructor will work on techniques to improve the students ability to use graphic art.
		02/05/2010 - During the fall '09 semester 205 of students displayed advanced use of graphics, 27% displayed proficient use of graphics, and 53% displayed emerging use of graphics. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	02/05/2010 - Will test again during the fall 2010 semester, and emphasize use of graphics associated with creative computing.
		07/24/2009 - During the Spring 2009 semester 7% of students were advaced in use of graphics, 36% were proficient in use of graphics, and 57% were emerging in use of graphics. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	07/24/2009 - Instructor will put more emphasis in use of graphics and will test again in Fall 2009.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Older Adult Programs - VOC CPDI - Digital Photography for the Beginner - Image Selection - Students in Digital Photograhpy for the beginner will display proper image selection techniques through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Instructor will evaluate students class project for proper image selection techniques. All data will be recorded using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of students will display proficient image selection techniques through completion of a class project.	12/19/2011 - Durng the fall 2011 semester 18% of the students testing were advanced, 52% were proficient, while 30% were emerging in proper image selectin techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/19/2011 - Will schedule a meeting during the winter intersession with all computer faculty to discuss and improve the SLO process.
		04/19/2011 - During the Fall '10 semester 28% of students in digital photography were advanced in proper image selection, 54% were proficient in proper image selection, and 18% were emerging in proper image selection. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test students again during the Fall 2011 semester.
		02/18/2010 - During the Fall '09 semester 30% of the students displayed advanced proper image selection, 42% displayed proficient proper image selection, and 25% displayed emerging proper image selection. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/18/2010 - Will test again during the Fall 2010 semester.
Older Adult Programs - VOC CPDI - Digital Photography for the Beginner - Image Management - Students in digital photograhpy for the beginner will complete a class project that displays students ability for digital image management. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009	**Assessment Method:** Instructor will evaluate students class project for proper digital image management. Evaluations will be recorded using a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will display proficient digital imaging management, through completion of a class project.	12/19/2011 - During the Fall 2011 semester 15% of the students testing were advanced, 43% were proficient, while 42% were emerging in digital image management. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/19/2011 - Will schedule a meeting during the winter intersession with all computer faculty to discuss and improve the SLO process.
		04/19/2011 - During the Fall 2010 semester 27% of digital photography students were advanced in digital image management, 50% were proficient in digital image management, and 23% of digital	04/19/2011 - Will continue to test students during the Fall 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Course Outcome Status: Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop		photography students were emerging in digital image management. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
		02/18/2010 - During the Fall '09 semester 32% of the students displayed advanced digital image management, 44% of the students displayed proficient digital image management, and 23% displayed emerging digital image management. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/18/2010 - Will continue to test again during the Fall 2010 semester.
Older Adult Programs - VOC CPNET - Internet Research ? An Introduction - Internet Search - Students in Internet Research - An Introduction will complete a class project displaying the students Internet search techniques. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Instructors will evaluate students project for proper Internet search techniques. Evaluations will be recorded on a rubric and turned in at the end of the semester. **Assessment Method Category:** Other **Criterion:** 50% of students will display proficient internet search techniques.	12/19/2011 - Durng the Fall 2011 semester 32% of the students tested were advanced, 43% were proficient, while 25% were emerging in internet search techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/19/2011 - Will schedule a meeting during the winter intersession with computer faculty to discuss and improve SLO process.
		04/19/2011 - During the Fall 2010 semester 40% of students in internet research were advanced in internet search techniques, 37% were proficient, and 23% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test students again during the Fall 2011 semester.
		02/18/2010 - During the Fall '09 semester 28% of the students displayed advanced internet search techniques, 36% of the students displayed proficient internet search techniques, and 34% of the students displayed emerging internet search techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:**	02/18/2010 - Will test again during the Fall 2010 semester and continue to fine tune the SLO process for this course.

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Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Open	
Older Adult Programs - VOC CPNET - Internet Research ? An Introduction - E-mail management - Students in Internet Research - An Introduction will display through a class project ability to manage e-mails. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** Instructor will evaluate student projects displaying student's ability to manage an e-mail account. Data will be recorded on a rubric. **Assessment Method Category:** Other **Criterion:** 50% of students will be proficient at displaying their ability to manage an e-mail account.	12/19/2011 - During the Fall semester 32% of the students were advanced, 43% of the students were proficient, while 25% were emerging in e-mail management. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	12/19/2011 - Will schedule a meeting during the winter intersession with computer faculty to discuss and improve SLO process. 12/19/2011 - Will schedule a meeting during the winter intersession with computer faculty to discuss and improve the SLO process.
		04/19/2011 - During the Fall 2010 semester 32% of the internet research students were advanced in their ability to manage emails, 40% were proficient, and 28% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	04/19/2011 - Will continue to test students again during the Fall 2011 semester.
		02/18/2010 - During the Fall '09 semester 28% of the students displayed advanced email management, 34% displayed proficient email management, and 36% displayed emerging email management. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	02/18/2010 - Will test again during the Fall 2010 semester and continue to fine tune the SLO process for this course.
Older Adult Programs - VOC ESD02 - Production of Boutique Craft for Retail Sales - Craft Design/Pattern making - The students in Production of Boutiques Craft for Retail Sales Classes will demonstrate proper craft design/pattern making through	**Assessment Method:** All students in Production of Boutiques Craft for Retail Sales Classes will produce an appropriate class project that demonstrates proper craft design/pattern making. The instructor will evaluate each	08/25/2011 - During the spring semester 14% of the students were advanced in color mixing technique, 78% were proficient, and 8% were emerging. **Summary of Data Type:** Criterion Met	08/25/2011 - Will continue to test again during the Spring 2012 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Facutly SLO training workshop	students project while checking for proper craft design/pattern making and record results on rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient demonstration of proper craft design/pattern making.	**Summary of Data Status:** Open 06/28/2010 - During the Spring 2010 semester 15% of the students were advanced in craft design/pattern making, 78% were proficient in craft design/pattern making, and 7% were emerging in craft design/pattern making. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 07/24/2009 - During the Spring 2009 semester 26% of the students were advanced in craft design/pattern making, 61% were proficient in craft design/pattern making, and 13% were emerging in craft design/pattern making. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will continue testing again during the 2011 Spring semester. 07/24/2009 - Will test again in Spring 2010.
Older Adult Programs - VOC ESD02 - Production of Boutique Craft for Retail Sales - Proper Tool Care - The students in Production of Boutiques Craft for Retail Sales Classes will demonstrate proper tool care techniques through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Production of Boutiques Craft for Retail Sales Classes will produce an appropriate class project that demonstrates proper tool care techniques. The instructor will evaluate each students project while checking for proper tool care techniques and record results on rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient tool care techniques.	08/25/2011 - During the Spring 2011 semester 21% of the students were advanced in brushing techniques, 64% were proficient, and 15% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 06/28/2010 - During the Spring 2010 semester 22% of students were advanced in tool care, 64% were proficient in tool care, and 14% were emerging in tool care. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 07/24/2009 - During the Spring 2009 semester 22% of students were advanced in tool care, 61% were proficient in tool care, and 17% were	08/25/2011 - Will continue to test again during the spring 2012 semester. 06/28/2010 - Will test again during the 2011 spring semester. 07/24/2009 - Will test again in Spring 2010.

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Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		emerging in tool care. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Older Adult Programs - VOC ESD03 - Lettering Styles and Advertising Calligraphy - Proper page layout - The students in Lettering styles and calligraphy will display proper page layout through class projects. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/08/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO workshop	**Assessment Method:** The instructor will evalutate each students project while checking for proper spacing, paragraph layout, and margins. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient page layout through class project.	08/25/2011 - During the spring 2011 semester 8% of the students were advanced in proper page layout, 42% of the students were proficient, while 50% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester. Instructor will focus on teaching the students proper page layout techniques.
		10/05/2010 - During the Spring 2010 semester 50% of students displayed proficient page layout through class projects, and 50% of students displayed emerging page layout. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	10/05/2010 - Will continue to test students again during the Spring 2011 semester.
		01/29/2010 - During the Fall '09 semester 65% of the students displayed proficient page layout for lettering styles and advertising calligraphy. 35% of the students displayed emerging page layout for lettering styles and advertising calligraphy. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/29/2010 - Will test again during the Fall 2010 semester. Will add an Advanced category to the SLO, for the Fall 2010 semester, to better distinguish the students proper page layout techniques.
		07/24/2009 - During the Spring 2009 semester 69% of the students were proficient in proper page layout, 31% were emerging in proper page layout. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	07/24/2009 - Will add an Advanced category to the rubric and test again in Spring 2010.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Older Adult Programs - VOC ESD03 - Lettering Styles and Advertising Calligraphy - Proper lettering techniques - Students in Lettering Styles and Advertising Calligraphy will illustrate proper lettering techniques through completion of class projects. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/22/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO workshop	**Assessment Method:** The instructor will evaluate each students project while checking for proper letter; consistency, form, slant and styles. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient lettering techniques.	08/25/2011 - During the spring 2011 semester 12% of the student were advanced in proper lettering techniques, 42 % were proficient, while 46% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester.
		10/05/2010 - During the Spring 2010 semester 60% of the students illustrated proficient lettering techniques, 40% of the students illustrated emerging lettering techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	10/05/2010 - Will continue to test students again during the Spring 2011 semester.
		01/29/2010 - During the Fall '09 semester 61% of the students displayed proficient lettering techniques for lettering syles and advertising calligraphy. 39% of the students displayed emerging lettering techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	01/29/2010 - Will test again during the Fall 2010 semester. Will add an Advanced catergory to the SLO for the fall semester, to better distinguish the students levels of proper lettering techniques.
		07/24/2009 - During the Spring 2009 semester 85% of students were proficient in lettering techniques, 15% were emerging in lettering techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	07/24/2009 - Will add Advanced category to the rubric and will test again in Spring 2010.
Older Adult Programs - VOC ESD07 - Handcrafted Needlework for Retail Sales and Boutiques - Proper needlework technique - The students in Handcrafted Needlework for Retail Sales and Boutiques	**Assessment Method:** All students in Handcrafted Needlework for Retail Sales and Boutiques Classes will produce an appropriate class project that demonstrates proper needlework	10/05/2010 - During the Spring 2010 semester 23% of the students showed advanced needlework technique, 48% showed proficient needlework technique, and 29% showed emerging needlework technique.	10/05/2010 - Will continue to test students again during the Spring 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Classes will demonstrate proper needlework techniques through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP facutly to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	techniques. The instructor will evaluate each students project while checking for proper needlework techniques. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient demonstration of proper needlework techniques.	**Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Older Adult Programs - VOC ESD07 - Handcrafted Needlework for Retail Sales and Boutiques - Proper Yarn selection - The students in Handcrafted Needlework for Retail Sales and Boutiques Classes will demonstrate proper yarn selection for garments through completion of a class project (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Handcrafted Needlework for Retail Sales and Boutiques Classes will produce an appropriate class project that demonstrates proper yarn selection for garments. The instructor will evaluate each students project while checking for proper yarn selection and record results on a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient ability for yarn selection techniques.	10/05/2010 - During the Spring 2010 semester 14% of the students showed advanced yarn selection for garments, 22% showed proficient yarn selection, and 64% showed emerging yarn selection through the completion of the class projects. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	10/05/2010 - Will test students again during the Spring 2011 semester. Instructor will emphasize importance of appropriate yarn selection for garments.
Older Adult Programs - VOC ESD08 - Jewelry Production and Design for Retail Sales - Proper wire wrapping techniques - The students in Jewelry production and Design for Retail Sales Classes will demonstrate proper wire wrapping techniques through personal class projects.	**Assessment Method:** All students in Jewelry production and Design for Retail Sales Classes will demonstrate proper wire wrapping techniques through personal class projects. The instructor will evaluate each students project while checking for proper wire	08/25/2011 - During the spring 2011 semester 90% of the students were advanced in wire wrapping techniques, 10% were proficient, while 0% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:**	08/25/2011 - Will continue to test again during the Spring 2012 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Adult Programs)	wrapping techniques and record results on a rubric.	Open	
SLO/GEO Start Date: 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficiency in wire wrapping techniques.	06/28/2010 - During the spring semester 2010 86% of students were advanced in wire wrapping techniques, 14% were proficient in wire wrapping techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will test again during the Spring 2011 semester.
		07/24/2009 - During the spring semester 2009 88% of students were advanced in wire wrapping techniques, 12% were proficient in wire wrapping techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/24/2009 - Will test again in Spring 2010.
Older Adult Programs - VOC ESD08 - Jewelry Production and Design for Retail Sales - Proper equipment maintenance - The students in Jewelry production and Design for Retail Sales Classes will illustrate proper equipment maintenance used in jewelry making through completion of personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching for OAP faculty to develop and track SLO process **Training Resources Required:** Facutly SLO training workshop	**Assessment Method:** All students in Jewelry production and Design for Retail Sales Classes will illustrate proper equipment maintenance used in jewelry making through completion of personal class project. The instructor will evaluate each students project while checking for proper equipment maintenance and record results on rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient equipment maintenance skills.	08/25/2011 - During the Spring 2011 semester 97% of the students were advanced in proper equipment maintenance, 3% were proficient, and 0% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester. 08/25/2011 - Will continue to test againg during the spring 2012 semester.
		06/28/2010 - During the spring 2010 semester 83% of students were advanced in proper equipment maintenance, 17% were proficient in proper equipment maintenance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will test again during the Spring 2011 semester.
		07/24/2009 - During the spring 2009 semester 88% of students were advanced in proper equipment maintenance, 12% were proficient in proper equipment maintenance.	07/24/2009 - Will test again in Spring 2010.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Summary of Data Type: Criterion Met **Summary of Data Status:** Open	
Older Adult Programs - VOC ESD09 - Sewing and Design - Proper pattern drafting - The students in Sewing and Design classes will demonstrate proper pattern drafting through an individual class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Sewing and Design Classes will produce an appropriate class project that demonstrates proper pattern drafting. Instructors will record results on rubric. **Assessment Method Category:** Other **Criterion:** 65% of the students will at least display proficiency in proper pattern drafting.	08/25/2011 - During the spring 2011 semester 40% of the students were advanced in proper pattern drafting, 48% were proficient, and 12% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 10/05/2010 - During the Spring 2010 semester 59% of the students demonstrated advanced pattern drafting, 36% of the students were proficient, and 5% were emerging in pattern drafting through completion of class projects. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester. 10/05/2010 - Will continue to test students again during the Spring 2011 semester.
Older Adult Programs - VOC ESD09 - Sewing and Design - Proper Tool Care - The students in Sewing and Design classes will demonstrate proper tool care through a personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:**	**Assessment Method:** All students in Sewing and Design Classes will produce an appropriate class project that demonstrates proper tool care. The instructor will evaluate each students project while checking for proper tool care and record results on rubric. **Assessment Method Category:** Other **Criterion:** 65% of the students will at least display proficiency in tool care.	08/25/2011 - During the spring 2011 semester 68% of the students were advanced in proper tool care, 32% were proficient, and 0% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open 10/05/2010 - During the Spring 2010 semester 59% of students demonstrated advanced tool care, 36% demonstrated proficient tool care, and 5% demonstrated emerging tool care. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester. 10/05/2010 - Will continue to test students again during the Spring 2011 semester.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Faculty SLO training workshop			
Older Adult Programs - VOC ESD10 - Beginning Decorate Art Production for Retails Sales - Ability to mix colors - The students in Beginning Decorative Art Production for Retail Sales Classes will demonstrate ability to mix colors through completion of a class project. (Created By Older Adult Programs)	**Assessment Method:** All students in Beginning Decorative Art Production for Retail Sales Classes will produce an appropriate class project that demonstrates ability to mix colors. The instructor will evaluate each students project while checking for ability to properly mix colors and record results on a rubric.	08/25/2011 - During the spring 2011 semester 28% of the students were advanced in color mixing technique, 53% were proficient, while 19% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester. _____
SLO/GEO Start Date: 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP facutly to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient ability to properly mix colors.	06/28/2010 - During the Spring semester 2010 in Beginning Decorative Art Production for Retail Sales classes 26% of students were advanced in Color mixing technique. 49% were proficient in Color mixing technique. 25% of students were emerging in Color mixing technique. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will test again during Spring 2011 semester. _____
		05/26/2009 - During the Spring semester 2009 in Beginning Decorative Art Production for Retail Sales classes 31% of students were advanced in Color mixing technique. 42% were proficient in Color mixing technique. 27% of students were emerging in Color mixing technique. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	05/26/2009 - Fine tune SLO's and continue testing in Spring 2010 _____
Older Adult Programs - VOC ESD10 - Beginning Decorate Art Production for Retails Sales - Proper brushing technique - The students in Beginning Decorative Art Production for Retail Sales Classes will demonstrate proper brushing techniques through completion of a class project (Created By Older Adult Programs)	**Assessment Method:** All students in Craft Painting for Business Opportunities Classes will produce an appropriate class project that demonstrates proper brushing techniques. The instructor will evaluate each students project while checking for proper brushing techniques and record results on a rubric.	08/25/2011 - During the spring 2011 semester 29% of the students were advanced in brushing techniques, 53% were proficient, and 18% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester. _____
SLO/GEO Start Date: 02/23/2009	**Assessment Method Category:**		

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Intended Date to Complete 'Use of Results': 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	Other **Criterion:** 50% of the students will at least display proficient brushing techniques.	06/28/2010 - During the Spring semester 2010 in Beginning Decorative Art Production for Retail Sales Classes 22% of the students showed emerging brush stroke technique, 58% showed proficient brush stroke technique, and 20% showed advanced brush stroke technique. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will test again during the Spring 2011 semester.
		05/26/2009 - During the Spring semester 2009 in Beginning Decorative Art Production for Retail Sales Classes 27% of the students showed emerging brush stroke technique, 31% showed proficient brush stroke technique, and 42% showed advanced brush stroke technique. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	
Older Adult Programs - VOC ESD11 - Intermediate Decorative Art Production for Retail Sales - Proper Color Mixing - The students in Intermediate Decorative Art Production for Retail Sales Classes will demonstrate ability to mix colors through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Intermediate Decorative Art Production for Retail Sales Classes will produce an appropriate class project that demonstrates ability to mix colors. The instructor will evaluate each students project while checking for ability to properly mix colors and record results on a rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient ability to properly mix colors.	08/25/2011 - During the spring 2011 semester 26% of the students were advanced in color mixing technique, 59% were proficient, while 15% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester.
		06/28/2010 - During the spring 2010 semester 15% of students were advanced in color mixing, 57% were proficient in color mixing and 26% were emerging in color mixing. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will test again during Spring semester 2011.
		07/24/2009 - During the spring 2009 semester 11% of students were advanced in color mixing, 71% were proficient in color mixing and 18% were emerging in color mixing.	07/24/2009 - Will test again in Spring 2010.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		Summary of Data Type: Criterion Met **Summary of Data Status:** Open	
Older Adult Programs - VOC ESD11 - Intermediate Decorative Art Production for Retail Sales - Proper Brushing Techniques - The students in Intermediate Decorative Art Production for Retail Sales Classes will demonstrate proper brushing techniques through completion of a class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Intermediate Decorative Art Production for Retail Sales Classes will produce an appropriate class project that demonstrates proper brushing techniques. The instructor will evaluate each students project while checking for proper brushing techniques and record results on rubric. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient brushing techniques.	08/25/2011 - During the spring 2011 semester 18% of the students were advanced in brushing techniques, 61% were proficient, while 21% were emerging. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test again during the spring 2012 semester.
		06/28/2010 - During the Spring 2010 semester 17% of students were advanced in brushing techniques, 55% were proficient in brushing techniques, and 28% were emerging in brushing techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	06/28/2010 - Will test again during the Spring 2011 semester.
		07/24/2009 - During the Spring 2009 semester 11% of students were advanced in brushing techniques, 71% were proficient in brushing techniques, and 18% were emerging in brushing techniques. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/24/2009 - Will test again in Spring 2010.
Older Adult Programs - VOC ESD15 - Jewelry/Lapidary Production Design - Jewelry Design - The students in Jewelry/Lapidary Production Design Classes will demonstrate proper jewelry design through personal class projects. (Created By Older Adult Programs) **SLO/GEO Start Date:**	**Assessment Method:** All students in Jewelry/Lapidary Classes will demonstrate proper jewelry design through personal class projects. The instructor will evaluate each students project while checking for proper jewelry design applicable to class project. **Assessment Method Category:**	08/25/2011 - During the Spring 2011 semester 8% of the students were advanced in Jewelry Design, 24% were Proficient, and 68% were emerging. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test the students again during the Spring 2012 semester. The instructor will focus more on Jewelry design and give individual help to students that are emerging.

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	Other **Criterion:** 50% of the students will at least display proficiency in jewelry design techniques.	10/05/2010 - During the spring 2010 semester 0% of the students demonstrated advanced jewelry design, 64% demonstrated proficient jewelry design, and 36% demonstrated emerging jewelry design. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	10/05/2010 - Will continue testing students again during the Spring 2011 semester. ————————————————
		07/24/2009 - During the spring 2009 semester 17% of students were advanced in jewelry design, 33% were proficient in jewelry design, and 50% were emerging in jewelry design. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	07/24/2009 - Will continue testing again in Spring 2010. ————————————————
Older Adult Programs - VOC ESD15 - Jewelry/Lapidary Production Design - Equipment Maintenance - The students in Jewelry/Lapidary Classes will illustrate proper equipment maintenance used in jewelry making through completion of personal class project. (Created By Older Adult Programs) **SLO/GEO Start Date:** 02/23/2009 **Intended Date to Complete 'Use of Results':** 06/14/2009 **Course Outcome Status:** Actively Assessing **Staffing Resources Required:** Non-teaching funding for OAP faculty to develop and track SLO process **Training Resources Required:** Faculty SLO training workshop	**Assessment Method:** All students in Jewelry/Lapidary Classes will illustrate proper equipment maintenance used in jewelry making through completion of personal class project. The instructor will evaluate each students project while checking for proper equipment maintenance. **Assessment Method Category:** Other **Criterion:** 50% of the students will at least display proficient equipment maintenance skills.	08/25/2011 - During the Spring 2011 semester 12% of the students were advanced in proper equipment maintenance, 28% were proficient, and 60% were emerging. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open	08/25/2011 - Will continue to test students again during the Spring 2012 semester. Instructor will focus on proper equipment maintenance and give example of what happens when equipment isn't properly maintained. ————————————————
		10/05/2010 - During the Spring 2010 semester 0% of the students showed advanced equipment maintenance, 72% showed proficient equipment maintenance, and 28% showed emerging equipment maintenance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	10/05/2010 - Will continue testing students again during the Spring 2011 semester. ————————————————
		07/24/2009 - During the Spring 2009 semester 25% of students were advanced in proper equipment maintenance, 25% were proficient in proper equipment maintenance, and 50% were	07/24/2009 - Will test again in Spring 2010. ————————————————

Course Outcomes	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		emerging in proper equipment maintenance. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open	

ePIE Report - 5 column

Mt. San Antonio College
Community and Career Education

Mt. SAC Mission Statement: The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Increase efficiency of Community Education program.	Community and Career Education - Marketing, Summer 09 - Improve cost effectiveness of marketing by using a direct mail strategy and College for Kids brochure as substitutes for delivered, full Community Education schedule. **Staffing Resources Required:** Marketing department staff **Other Resources Required:** Printing	**Assessment Method:** Enrollment reports from Lumens. **Assessment Method Category:** Other **Criterion:** Enrollment in Community Education classes will increase over comparable classes from Summer 08.	04/12/2010 - Enrollment in summer 2009 fee-based offerings declined from summer 2008. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Closed	04/12/2010 - A new marketing strategy will be developed for summer 2010 which will have more specifics on offerings without the cost of a full schedule. Mailing list will be cleaned up and reduced prior to summer 2010 marketing implementation.
		Task Name: CB Brown **Task Description:** Develop/design postcard mailer and College for Kids brochure.		
	Community and Career Education - Motorcycle - Restructure motorcycle as an independent contractor relationship. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Restructured independent contractor agreement will be implemented. **Assessment Method Category:** Other **Criterion:** Board approval and signed contract.	01/29/2010 - New contract was approved and signed by December 2009. Implementation began January 2010. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	04/12/2010 - Effeciency and effectiveness of Motorcycle Safety program will be monitored on an ongoing basis.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Enhance effectiveness of	Community and Career Education -			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Community Education program.	Community Education Web Presence - Retool Community Education web page (interface linking to Lumens registration) to enhance clarity and appeal. **Staffing Resources Required:** Loan of web specialist from ESL **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Retooled web page will be posted. **Assessment Method Category:** Other **Criterion:** Access from the general public with links operating.	12/18/2009 - Retooled web page was posted prior to end of semester, December 2009, with links operational. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	04/12/2010 - Improvement to web site will be ongoing.
	Community and Career Education - Fee-based course assessment - Complete a full assessment of Community Education offerings for effectiveness, efficiency, and alignment with College values.			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Expand fee-based and contract training offerings.				

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Maintain currency in all programs that require certification (for example, Phlebotomy Certification).				

Mt. San Antonio College
ESL Language Learning Center

Mt. SAC Mission Statement: The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
1. MATERIALS & EQUIPMENT: The LLC will provide high quality and up-to-date materials, equipment, facilities and online	ESL Language Learning Center - 1. Student Satisfaction - The Language Learning Center (LLC) will enhance student satisfaction with the materials offered in students' target languages by at least 80%. **Classification of Resources Requested:** None **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Student satisfaction will be assessed by a survey after week 8 of the Spring semester. Surveys will be given to students dropping into the Open Lab for independent study and who come with their class into the Smart Lab. **Assessment Method Category:** Survey **Criterion:** The survey will show an overall satisfaction rate of 75% with the materials available in the LLC . Open-ended question comments will be tallied along with satisfaction rates by the LLC staff by the end of Spring semester.	06/30/2011 - Overall 96 % satisfaction rate. Spanish -- 74% (58 responents); Italian -- 100% (13 respondents); Chinese -- 71% (106 respondents); Japanese -- 94% (50 respondents); French -- 96% (120); AMLA -- 80% (52 respondents); ESL -- 100% (2 respondents); Sign Language -- no respondents; German -- 66% (3 respondents); and Arabic -- 50% (2 respondents). *Ninety-five percent of respondents were satisfied with the service in the **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** 2011 LLC Student Survey by Language LLC_StudentSurvey2011 -- Who do not use LLC LLC_StudentSurvey2011 -- Who use the LLC	06/30/2011 - A number of students expressed dissatisfaction with Chinese materials in the LLC this time. We need to look at what's available. We also need to look at Spanish, German and Arabic and consider purchasing either new software or updated software in those languages.
			03/25/2010 - Overall 97% of language student responses were satisfied or totally satisfied with the LLC and the materials in the LLC. The following is a breakdown by language: --French 97% (92 respondents) --AMLA 100% (41 respondents) --Sign Language 93% (14 respondents) --Chinese 97% (29 respondents) --Spanish 94% (51	03/25/2010 - This is trending up. We have tried to add software in the languages that have been the least satisfied.

			respondents) --Japanese 97% (107 respondents) --Italian 100% (25 respondents) --German 89% (9 respondents) --ESL 97% (30 respondents) **97.5 % overall satisfaction with service provided by the LLC also which is an increase from 91% two years ago. I suspect that the satisfaction with materials is heavily correlated to satisfaction with LLC service.	
			Summary of Data Type: Criterion Met	
			Summary of Data Status: Open	
			notes: Switched to an online survey for Spring 2009 and completely re-designed the survey. The result was four times more respondents.	
			Related Documents: AMLATallies2008.pdf ESLTallies2008.pdf FrenchTallies2008.pdf GermanTallies2008.pdf ItalianTallies2008.pdf JapaneseTallies2008.pdf SignLanguageTallies2008.pdf SpanishTallies2008.pdf ChineseTallies2008.pdf Percentage By Language 2009 # of Students Who Responded Per Language 2009 Satisfaction Per Language 2009	
			08/02/2007 - Overall 90% of language students surveyed are satisfied or totally satisfied. The following is a breakdown by language:	05/02/2008 - Intend to continue to seek improvement in the types and quality of materials available.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			--French 98% (16 respondents) --AMLA 93% (39 respondents) --Sign Language 73% (6 respondents) --Chinese 81% (18 respondents) --Spanish 83% (41 respondents) --Japanese 99% (29 respondents) --Italian 94% (10 respondents) --German (zero responses) --ESL 90% (29 respondents) **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **notes:** 91 % overall satisfaction with service provided by the LLC also. --Very pleased with increase in satisfaction. This could be due to the fact that we no longer allowed middle of the road choices. They had to choose either satisfied or dissatisfied (plus totally satisfied or totally dissatisfied). Also, we gave surveys to instructors who brought their students to the LLC this year instead of randomly choosing any instructor. **Related Documents:** AMLATallies2007.pdf ChineseTallies2007.pdf ESLTallies2007.pdf FrenchTallies2007.pdf ItalianTallies2007.pdf JapaneseTallies2007.pdf SignLanguageTallies2007.pdf SpanishTallies2007.pdf 07/17/2006 - Overall 76% of language students using the LLC are	

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			satisfied or totally satisfied. The following is a breakdown by language: --French 93% --AMLA 80% --Sign Language 75% --Chinese 81% --Spanish 83% --Japanese 65% --Italian (zero responses) --German 100% --ESL 78% **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **notes:** Japanese was below the 70% mark. Should work to improve in that area.	
		Task Name: Revise Student Survey **Task Description:** It is time to revise the student survey and perhaps change the method in which it is administered, meaning that we might have better luck using an online survey method which could collate data for us.		
	ESL Language Learning Center - 3. Designing New Language Learning Center near Bldg 66 - The LLC will participate in the design of a new state-of-the-art Language Learning Center that will correct current design weaknesses and project future needs.	**Task Name:** Meet with LLC staff and LLC Adv Comm several times to discuss design options		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Classification of Resources Requested: Long-Term Need **Equipment Resources Required:** New equipment will be required. Some might be able to be moved, but most of it should be new if possible. **Staffing Resources Required:** Potentially will need more permanent part-time staff to deal with increased technology use and skills required. **Other Resources Required:** Need to be kept well-informed of design plans for the LLC; need to visit some area language labs. **Is this a Basic Skills Initiative project?:** No			
	ESL Language Learning Center - 5. Implement Virtual Language Lab - Implement plan for capturing FTEs from the Virtual Language Learning Center. **Classification of Resources Requested:** Short-Term Need **Equipment Resources Required:** Need a "timer" programmed into the LLC website. **Other Resources Required:** Need LLC login through MyPortal first. Need project assignment time from current IT staff for Banner enhancement. **Is this a Basic Skills Initiative project?:** No	**Task Name:** Meet with web programmer regarding needed changes **Task Name:** Prepare LLC website database for conversion **Task Description:** To the best of our ability, we need to clean up the LLC website and keep adding the programming we need so that it will be ready for conversion after Banner goes live.		
	ESL Language Learning Center - 4. Integrate the LLC website logins			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	into myportal.mtsac.edu - Integrate the LLC website student logins and faculty logins into myportal.mtsac.edu. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** Perhaps a programmer on the LLC/ESL side. Definitely a programmer working on the Banner side. **Other Resources Required:** Need Continuing Ed students to be part of MyPortal. Need project assignment time from current IT staff for Banner enhancement. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** This will be completed when students and faculty can access login sections of the LLC website through myportal.mtsac.edu -- not requiring a separate login. **Assessment Method Category:** Other **Criterion:** Either possible or not possible.		
	ESL Language Learning Center - Purchase of new data projector in Smart Lab because other one broke. - Since the other data projector in the Smart lab broke, it is necessary to purchase a new one that will fit our current technology. **Classification of Resources Requested:** None **Equipment Resources Required:** Needed to purchase professional data projector equipment **Other Resources Required:** Will need campus skilled services to install it when it arrives. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** The LLC Coordinator, Peggy Marcy, will inform the ESL Director, Liza Becker, when the projector has arrived and been successfully installed. **Assessment Method Category:** Other **Criterion:** Before Fall 2009 the new data projector will be successfully installed in the Smart lab and working appropriately. **Task Name:** Install New Projector Successfully **Task Description:** Installation will require drilling some special holes in a mounting	09/24/2009 - The new data projector was successfully installed by Antonio Gallardo, Computer Facilities Supervisor, and it works beautifully. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		plate and adjusting the focus length appropriately. The ESL Computer Facilities Coordinator, Antonio Gallardo, may be able to do all or part of this, but he may need assistance from Mt. SAC's Skilled Services.		
		Task Name: Research and Purchase of Appropriate Equipment **Task Description:** A great deal of research and trial and error went into the purchasing of the LLC data projector; however, it still may be advisable in the future to rebuild the control center to better accomodate new technology.		
	ESL Language Learning Center - 8. Write Materials Database Windows 7 Compatible - The LLC will create a new materials database that is browser-based that will be compatible with Windows 7, will make it easier for students to access, and will be easy to maintain. **Classification of Resources Requested:** Short-Term Need **Staffing Resources Required:** Need the assistance of the ESL web-programmer **Is this a Basic Skills Initiative project?:** No			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
2. RESEARCH & TRAINING: The LLC will research about and provide training in new technology and language learning resources.	ESL Language Learning Center - 2. Increase Faculty Usage of LLC - The Language Learning Center will increase faculty usage of the Language Learning Center (LLC) due to the extra service available from the LLC Project Program **Classification of Resources Requested:** None **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** Faculty usage will be assessed at the end of Fall semester. Current reservation information is kept in an online database. Semester reports will be run at the end of Fall and compared to reports from the prior Fall to establish an increase in the number of instructors. Orientation weeks will be discarded from the data. **Assessment Method Category:** Other **Criterion:** The number of faculty making reservations in the LLC will increase by at least two. **Related Documents:** 2011 Yearly Comparisons of Smart Lab Usage Report Fall 2010 - From 09-06-2010 To 12-04-2010 Report Spring 2011 - From 03-14-2011 To 06-16-2011	06/30/2011 - The number of faculty using the LLC with their classes increased by 2 (to 40 from 38) from Fall 2009 to Fall 2010.. However, there was a decrease in number of reservations and number of hours of reservations from Fall 2009 to Fall 2010. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed 03/25/2010 - The number of faculty using the LLC increased by almost 2 % from Fall 2008 to Fall 2009. The frequency of use increased almost 10 % and the length/hours of use increased by over 13 %. This supports a general trend for Fall 2008, Spring 2009, and Fall 2009 of an increase in faculty usage as well as student usage. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **Related Documents:** Yearly Semester Comparisons 2009.pdf comparisonFall2008-2009.pdf 04/02/2009 - There was a decrease in the number of professors using the LLC comparing Fall 2008 to Fall 2007. In Fall 2007 there were 41 instructors making reservations, for 185 times and 360 hours, but in Fall 2008 there were only 36 instructors making reservations, for 171 times and 320 hours. A review of number	06/30/2011 - We will look at increasing faculty satisfaction in the LLC and work more on making individual meetings with language instructors who have been here a number of years as well as new ones. 04/02/2009 - I believe that we did not have our Welcome Packages ready soon enough during Fall 2008 to get a good reading. Also, Fall 2008 was our first attempt with the Welcome Packages, so I believe we are still learning. We definitely could not continue this without the extra work hours provided through

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			of active instructors for each semester sees little difference 111 active language instructors in Fall 2007 and 110 active language instructors in Fall 2008. Comparing the reservations by each language faculty, there were decreases in the number of ESL faculty, French, Sign Language and Italian with increases in AMLA and Speech. **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open **Related Documents:** Report Fall 2008 - From 09-08-2008 To 12-06-2008.mht Report Fall 2007- From 09-10-2007 To 12-08-2007.mht FacultyUsageInLLCF06-F07-F08.pdf	Basic Skills funding for the LLC Project Program Supervisor. We will continue to actively welcome new teachers and provide brochures, notepads, and other relevant goodies in a welcome package.
			08/02/2007 - Number of instructors using the LLC, number of reservations for the LLC, and the number of hours used have been decreasing for the most part: --Fall 2005--45 instructors; 221 times; 408 hours --Spring 2005--54 instructors; 227 times; 434 hours --Fall 2006--35 instructors; 99 times; 174 hours --Spring 2006--39 instructors; 201 times; 380 hours --Fall 2007--41 instructors; 185 times; 360 hours --Spring 2007--40 instructors; 166 times; 338 hours **Summary of Data Type:** Criterion Not Met	05/02/2008 - See related task. We will become more proactive in meeting new professors.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			Summary of Data Status: Open **notes:** Remember to subtract the "LLC" numbers from the regular language instructor numbers when looking at the documents. **Related Documents:** Report Fall 2005- From 08-29-2005 To 11-09-2005.mht Report Fall 2006- From 09-11-2006 To 12-08-2006.mht Report Fall 2007- From 09-10-2007 To 12-08-2007.mht Report Spring 2005- From 01-24-2005 To 05-13-2005.mht Report Spring 2006- From 01-23-2006 To 05-12-2006.mht Report Spring 2006- From 01-23-2006 To 05-12-2006.mht Report Spring 2007 - From 03-12-2007 To 06-09-2007.mht FacultyUsageInLLC05-07.pdf	
		Task Name: Proactively Seek Out New Instructors **Task Description:** The LLC Project Program Supervisor will contact new instructors (face-to-face as much as possible) and set an appointment with them to visit the LLC. Create promotional and informative material that might be helpful to them and provide it during their first semester.		
	ESL Language Learning Center - Purchase of new data projector in			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Smart Lab because other one broke. - Since the other data projector in the Smart lab broke, it is necessary to purchase a new one that will fit our current technology. **Classification of Resources Requested:** None **Equipment Resources Required:** Needed to purchase professional data projector equipment **Other Resources Required:** Will need campus skilled services to install it when it arrives. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** The LLC Coordinator, Peggy Marcy, will inform the ESL Director, Liza Becker, when the projector has arrived and been successfully installed. **Assessment Method Category:** Other **Criterion:** Before Fall 2009 the new data projector will be successfully installed in the Smart lab and working appropriately.	09/24/2009 - The new data projector was successfully installed by Antonio Gallardo, Computer Facilities Supervisor, and it works beautifully. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	
		Task Name: Install New Projector Successfully **Task Description:** Installation will require drilling some special holes in a mounting plate and adjusting the focus length appropriately. The ESL Computer Facilities Coordinator, Antonio Gallardo, may be able to do all or part of this, but he may need assistance from Mt. SAC's Skilled Services.		
		Task Name: Research and Purchase of Appropriate Equipment **Task Description:** A great deal of research and trial and error went into the purchasing of the LLC data projector; however, it still may be advisable in the future to rebuild the control center to better accomodate new technology.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
3. MATERIAL CREATION & ADMINISTRATION: The LLC will assist instructors to create and administer new and original materials for learning, teaching and assessing.	ESL Language Learning Center - Voicethread to Improve Oral Pronunciation Skills -- AMLA - American Language students using the Language Learning Center and Voicethread software will improve their oral pronunciation skills. **Classification of Resources Requested:** Short-Term Need **Equipment Resources Required:** Voicethread accounts provided through Basic Skills funding **Is this a Basic Skills Initiative project?:** Yes	**Assessment Method:** During the Spring 2011 semester, AMLA 21 students in Evelyn Hill-Enriquez class will be given a pre-pronunciation assessment and a post-pronunciation assessment using Voicethread software and a rubric scoring vowels, consonants, and delivery. Seventy percent of the students will have at least a five percent increase in their total rubric score from the pre-test to the post-test. **Assessment Method Category:** Course Embedded Test **Criterion:** As a result of using Voicethread throughout the Spring 2011 semester, 70 % of AMLA 21 students will improve their oral pronunciation skills in the areas of vowels, consonants, and delivery.	06/30/2011 - Eighty-Eight percent improved in the pronunciation of their vowels in the post test. Ninety-four percent improved in the pronunciation of their consonants in the post test. And, 100 % improved in their delivery. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed **Related Documents:** Spring 2011_AMLA 21_Accent_Reduction_data	06/30/2011 - More specific research would have to be conducted to truly establish how much the Voicethread software truly did or did not contribute to the pronunciation improvements from the pre- and post- tests. Regardless, these are very encouraging results.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
4. SERVICE: The LLC will provide exemplary customer service to students, faculty and staff by being well-trained, reliable, courteous, technically competent, friendly, and responsive to suggestions.	ESL Language Learning Center - 6. LLC Lab Tech assists with culturally responsive services - The Language Lab Technician will increase awareness of open lab programs and materials available to students on the wait-list for ESL classes. Noncredit ESL students on the waiting list will be contacted and encouraged to attend orientations by LLC Lab Technician regarding available open lab programs and materials they can access while	**Assessment Method:** The LLC Lab Technician will compile data showing the student attendance of the LLC. **Assessment Method Category:** Other **Criterion:** There will be an 80% retention of students who spend at least 4 hours in the LLC after attending the orientation. **Related Documents:**	06/30/2011 - Only six attendees (out of 700 on the waiting list); however, 5 out of 6 attendees persisted in attendance of the LLC for more than 4 hours (83 %). Sixty-six percent persisted for more than 25 hours. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	06/30/2011 - Although this program does not seem to be wildly successful at getting students to attend the orientation, it does seem very successful at helping students persist in attendance and acquire a certificate of accomplishment from ESL.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	waiting for their space in the ESL class. **Classification of Resources Requested:** Long-Term Need **Staffing Resources Required:** Need the funding available to focus on the ESL wait listed students. **Is this a Basic Skills Initiative project?:** No	Spring 2011 Wait List Orientation Report_MAY_19		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
5. STAKEHOLDER COMMUNICATION: The LLC will enthusiastically communicate with instructors, learners, employees, and related departments.	ESL Language Learning Center - 7. Writing LLC Goals - The LLC will work with stakeholders like the LLC Advisory Committee, the LLC WASC Program Committee and the LLC Staff and faculty to brainstorm and revise various goals for the LLC. **Classification of Resources Requested:** None **Is this a Basic Skills Initiative project?:** No			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Provide at least three training workshops a year for language faculty.	ESL Language Learning Center - 2. Increase Faculty Usage of LLC - The Language Learning Center will increase faculty usage of the Language Learning Center (LLC) due to the extra service available from the LLC Project Program **Classification of Resources Requested:** None	**Assessment Method:** Faculty usage will be assessed at the end of Fall semester. Current reservation information is kept in an online database. Semester reports will be run at the end of Fall and compared to reports from the prior Fall to establish an increase in the number of instructors. Orientation weeks will be discarded from the	06/30/2011 - The number of faculty using the LLC with their classes increased by 2 (to 40 from 38) from Fall 2009 to Fall 2010.. However, there was a decrease in number of reservations and number of hours of reservations from Fall 2009 to Fall 2010. **Summary of Data Type:** Criterion Met	06/30/2011 - We will look at increasing faculty satisfaction in the LLC and work more on making individual meetings with language instructors who have been here a number of years as well as new ones.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	Is this a Basic Skills Initiative project?: No	data. **Assessment Method Category:** Other **Criterion:** The number of faculty making reservations in the LLC will increase by at least two. **Related Documents:** 2011 Yearly Comparisons of Smart Lab Usage Report Fall 2010 - From 09-06-2010 To 12-04-2010 Report Spring 2011 - From 03-14-2011 To 06-16-2011	**Summary of Data Status:** Closed 03/25/2010 - The number of faculty using the LLC increased by almost 2 % from Fall 2008 to Fall 2009. The frequency of use increased almost 10 % and the length/hours of use increased by over 13 %. This supports a general trend for Fall 2008, Spring 2009, and Fall 2009 of an increase in faculty usage as well as student usage. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Open **Related Documents:** Yearly Semester Comparisons 2009.pdf comparisonFall2008-2009.pdf	
			04/02/2009 - There was a decrease in the number of professors using the LLC comparing Fall 2008 to Fall 2007. In Fall 2007 there were 41 instructors making reservations, for 185 times and 360 hours, but in Fall 2008 there were only 36 instructors making reservations, for 171 times and 320 hours. A review of number of active instructors for each semester sees little difference 111 active language instructors in Fall 2007 and 110 active language instructors in Fall 2008. Comparing the reservations by each language faculty, there were decreases in the number of ESL faculty, French, Sign Language and Italian with increases in AMLA and Speech.	04/02/2009 - I believe that we did not have our Welcome Packages ready soon enough during Fall 2008 to get a good reading. Also, Fall 2008 was our first attempt with the Welcome Packages, so I believe we are still learning. We definitely could not continue this without the extra work hours provided through Basic Skills funding for the LLC Project Program Supervisor. We will continue to actively welcome new teachers and provide brochures, notepads, and other relevant goodies in a welcome package.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			Summary of Data Type: Criterion Not Met **Summary of Data Status:** Open **Related Documents:** Report Fall 2008 - From 09-08-2008 To 12-06-2008.mht Report Fall 2007- From 09-10-2007 To 12-08-2007.mht FacultyUsageInLLCF06-F07-F08.pdf	
			08/02/2007 - Number of instructors using the LLC, number of reservations for the LLC, and the number of hours used have been decreasing for the most part: --Fall 2005--45 instructors; 221 times; 408 hours --Spring 2005--54 instructors; 227 times; 434 hours --Fall 2006--35 instructors; 99 times; 174 hours --Spring 2006--39 instructors; 201 times; 380 hours --Fall 2007--41 instructors; 185 times; 360 hours --Spring 2007--40 instructors; 166 times; 338 hours **Summary of Data Type:** Criterion Not Met **Summary of Data Status:** Open **notes:** Remember to subtract the "LLC" numbers from the regular language instructor numbers when looking at the documents. **Related Documents:** Report Fall 2005- From 08-29-2005	05/02/2008 - See related task. We will become more proactive in meeting new professors.

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
			To 11-09-2005.mht Report Fall 2006- From 09-11-2006 To 12-08-2006.mht Report Fall 2007- From 09-10-2007 To 12-08-2007.mht Report Spring 2005- From 01-24-2005 To 05-13-2005.mht Report Spring 2006- From 01-23-2006 To 05-12-2006.mht Report Spring 2006- From 01-23-2006 To 05-12-2006.mht Report Spring 2007 - From 03-12-2007 To 06-09-2007.mht FacultyUsageInLLC05-07.pdf	
		Task Name: Proactively Seek Out New Instructors **Task Description:** The LLC Project Program Supervisor will contact new instructors (face-to-face as much as possible) and set an appointment with them to visit the LLC. Create promotional and informative material that might be helpful to them and provide it during their first semester.		

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Update and expand the Assistive Learning station(s) available for Disabled Students.				

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Purchase of new data projector in Smart Lab because other one	ESL Language Learning Center -			

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
broke.	Purchase of new data projector in Smart Lab because other one broke. - Since the other data projector in the Smart lab broke, it is necessary to purchase a new one that will fit our current technology. **Classification of Resources Requested:** None **Equipment Resources Required:** Needed to purchase professional data projector equipment **Other Resources Required:** Will need campus skilled services to install it when it arrives. **Is this a Basic Skills Initiative project?:** No	**Assessment Method:** The LLC Coordinator, Peggy Marcy, will inform the ESL Director, Liza Becker, when the projector has arrived and been successfully installed. **Assessment Method Category:** Other **Criterion:** Before Fall 2009 the new data projector will be successfully installed in the Smart lab and working appropriately. **Task Name:** Install New Projector Successfully **Task Description:** Installation will require drilling some special holes in a mounting plate and adjusting the focus length appropriately. The ESL Computer Facilities Coordinator, Antonio Gallardo, may be able to do all or part of this, but he may need assistance from Mt. SAC's Skilled Services. **Task Name:** Research and Purchase of Appropriate Equipment **Task Description:** A great deal of research and trial and error went into the purchasing of the LLC data projector; however, it still may be advisable in the future to rebuild the control center to better accomodate new technology.	09/24/2009 - The new data projector was successfully installed by Antonio Gallardo, Computer Facilities Supervisor, and it works beautifully. **Summary of Data Type:** Criterion Met **Summary of Data Status:** Closed	

Goal	SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Research and develop a plan for transitioning to distance learning delivery of lab resources in a non-credit lab environment.				

Courses tied to SLGs - PDF

Related Goal	Unit Name	Course Number	Course Outcome
Student Learning Goal 1. Effective communicators who: acquire reading and listening skills; speak and write to be understood; work productively as part of a team; use technology to express ideas.	Adult Basic Education	BS ABE02	ABE students taking working on essays will be able to compose a 1 1/2 page, 5 paragraph essay that includes an introduction, body, and conclusion.
	Adult Basic Education	BS ABE02	Students will write a 5-paragraph GED essay.
	Adult Basic Education	BS LRN01	English students will effectively compose an essay based on the California State Standards.
	Adult Basic Education	BS LRN06	Students will demonstrate skills in WORD that will benefit personal, career, and college advancement.
	Adult Basic Education	BSHS CHN1	Students will be able to express their likes and dislikes using correct verb tenses
	Adult Basic Education	BSHS CHN1	Students will be able to write grammatically correct sentences about Chinese culture.
	Adult Basic Education	BSHS ECON	Students will explain common economic terms and concepts.
	Adult Basic Education	BSHS ENG1	English 1 students will compose a well-thought out and written introduction that supports the necessary details incorporated within the essay.
	Adult Basic Education	BSHS ENG1	English 1 students will effectively construct sentences based on California State Standards demonstrating: 1. Proper grammar, spelling, punctuation, and capitalization 2. Subject and predicate agreement 3. Use of complete sentences 4. Sentence variation
	Adult Basic Education	BSHS ENG2	English 2 students will compose a well-thought out thesis that is supported by relevant details.
	Adult Basic Education	BSHS ENG2	Students will effectively construct and essay with all necessary components based on the California State Standards.
	Adult Basic Education	BSHS ENG3	Students will effectively construct an essay with all necessary components based on the California State Standards.
	Adult Basic Education	BSHS ENG3	Students will write a persuasive essay.
	Adult Basic Education	BSHS ENG4	Students will effectively construct an essay with all necessary components based on the California State Standards.
	Adult Basic Education	BSHS ENG4	Students will write a persuasive essay.
	Adult Basic Education	BSHS SPN1	Students will be able to describe their physical appearance and personality using adjectives and correct pronunciation.
	Adult Basic Education	BSHS	Students will describe orally their favorite past times and activities

Related Goal	Unit Name	Course Number	Course Outcome
	Adult Basic Education	SPN1	using the verb "gustar" in the correct tense. They will also demonstrate correct Spanish pronunciation.
	Adult Basic Education	BSHS SPN2	Student will write a well thought out essay in Spanish demonstrating the ability to use a variety of verb tenses (Present, Preterit, Imperfect, future, and conditional).
	Adult Basic Education	BSHS SPN2	Students will learn about different Spanish speaking countries. a) capital cities b) key cultural information
	Continuing Education Division Office	BS LRN50	Students will apply appropriate technology for a given instructional or vocational program.
	Continuing Education Division Office	VOC HTH12	This is a dual-listed course which is identical to its credit counterpart. The credit course ID matches this course ID with the elimination of the VOC prefix. SLO #1 for this course will be identical to SLO #1 in its credit counterpart course.
	Continuing Education Division Office	VOC HTH12	This is a dual-listed course which is identical to its credit counterpart. The credit course ID matches this course ID with the elimination of the VOC prefix. SLO #2 for this course will be identical to SLO #2 in its credit counterpart course.
	ESL	ESL LANG3	Students will apply accent improvement strategies to demonstrate effective oral communication in a specific school or vocational settings.
	ESL	ESL LVL3	(Level 3) Students will be able to Identify and access employment and training resources needed to apply for a job.
	ESL	ESL LVL4	By the end of the term, 70% of the ESL students taking Level 4 will receive a passing score of 12 or higher (out of 18) on an ESL department oral rubric as measured by their instructors for their interview presentation of someone whom they did not know before taking the class.
	ESL	ESL PLVL1	Pre-1) Students will be able to demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies.
	ESL	ESL SPKA	Beginning level ESL students will orally present their own personal history in the form of a timeline.
	ESL	ESL SPKA	Beginning level ESL students will talk about their hometowns or about a holiday in their native country.
	ESL	ESL SPKB	Intermediate level ESL students will present a past vacation experience to the class.
	ESL	ESL SPKB	Intermediate level ESL students will present a personal hobby to their classmates.

Related Goal	Unit Name	Course Number	Course Outcome
	ESL	ESL SPKB	Intermediate level ESL students will talk about a scary or funny event that has significantly impacted their lives.
	ESL	ESL SPKC	Advanced-level Vocational English as a Second Language (VESL) students will present via PowerPoint the research results of an identified U.S. company using multiple resources.
	ESL	ESL SPKC	Advanced-level Vocational English as a Second Language (VESL) team of students will develop a product or service, prepare a marketing strategy for it, and give a PowerPoint presentation to the class.
	Older Adult Programs	VOC CPBC1	Students in Basic Computing Level 1 will demonstrate through completion of a class project their abilities to use a mouse for computer applications.
	Older Adult Programs	VOC CPBC1	Students in Basic computing Level 1 will display their ability to manage files and folders through completion of a class project.
	Older Adult Programs	VOC CPBC2	Students in Basic Computing Level 2 will display proper problem solving techniques through completion of a class project.
	Older Adult Programs	VOC CPBC2	Students in Basic Computing Level 2 will display proper word editing through completion of a class project.
	Older Adult Programs	VOC CPBC3	Students in Basic Computing Level 3 will display proper graphic arts formatting through completion of a class project.
	Older Adult Programs	VOC CPBC3	Students in Basic Computing Level 3 will display proper letter head formatting techniques through completion of a class project.
	Older Adult Programs	VOC CPCC	Students in Creative Computing classes will complete a class project that displays students ability to use software applications for creative computing.
	Older Adult Programs	VOC CPCC	The students in Creative computing classes will display their use of graphic art techniques through completion of a class project.
	Older Adult Programs	VOC ESD03	Students in Lettering Styles and Advertising Calligraphy will illustrate proper lettering techniques through completion of class projects.
	Older Adult Programs	VOC ESD03	The students in Lettering styles and calligraphy will display proper page layout through class projects.
Student Learning Goal 2. Critical thinkers who: gather, organize, and analyze information from a variety of sources; form and express a logical opinion or conclusion; demonstrate problem-solving skills; apply knowledge to personal, professional, or academic situtations.	Adult Basic Education	BS ABE02	Students will be able to demonstrate the use of Order of Operations by following the steps accordingly: (a) Parenthesis- Do the operations within the parenthesis first; (b) Exponents- Do the operations indicated by exponents next; (c) Multiply or Divide- Use the left or right rule to perform; (d) Add and Subtract- do addition or subtraction where needed using the left to right rule.
	Adult Basic Education	BS LRN01	Students will be able to determine whether a problem on integers results in a negative or positive sign.
	Adult Basic Education	BSHS ALG1	Students will pass the final exam.
	Adult Basic Education	BSHS	Students will solve equations by factoring and simplifying.

Related Goal	Unit Name	Course Number	Course Outcome
	Adult Basic Education	ALG1	Students will solve equations by factoring and simplifying.
	Adult Basic Education	BSHS ALG1	Students will solve word problems dealing with practical applications and real world solutions
	Adult Basic Education	BSHS ALG2	Algebra 2 students will solve quadratic equations.
	Adult Basic Education	BSHS ALG2	Algebra 2 students will be able to factor polynomials.
	Adult Basic Education	BSHS ALG2	Students will pass the final exam.
	Adult Basic Education	BSHS ART1	Art A students will be able to select colors that will provide clues about the mood or personality of the main subject.
	Adult Basic Education	BSHS ART1	Students will create a work of art that involves effective use of the principles of design.
	Adult Basic Education	BSHS ART1	Students will pass the final exam.
	Adult Basic Education	BSHS ART1	Students will write a formal critique of a work of art.
	Adult Basic Education	BSHS ART2	Create a work of art that reflects a feeling or point of view.
	Adult Basic Education	BSHS ART2	Develop an original work of art that reflects creative skills by using visual metaphors
	Adult Basic Education	BSHS ART2	Students will pass the final exam.
	Adult Basic Education	BSHS ART2	Using contemporary technology (e.g. internet research, camera, scanner, Microsoft programs, photoshop) design a work of art (e.g. poster).
	Adult Basic Education	BSHS BIO	Biology students will be able to complete illustrations of biological concepts.
	Adult Basic Education	BSHS BIO	Students will be able to demonstrate the skill of working collaboratively within a laboratory setting in order to demonstrate proficiency in cell biology.
	Adult Basic Education	BSHS BIO	Students will be able to explain the role of action potentials and neurotransmitters in producing electrochemical signals.
	Adult Basic Education	BSHS BIO	Students will pass the final exam.
	Adult Basic Education	BSHS BIO	Students will use Punnett Squares to predict the possible genotypes and phenotypes of offspring.
	Adult Basic Education	BSHS CHEM	Chemistry students will be able to demonstrate the skill of working productively and collaboratively within a laboratory setting in order to demonstrate proficiency in the properties of matter.
	Adult Basic Education	BSHS CHEM	Chemistry students will be able to gather data, organize the data, and analyze the data collected within a laboratory setting.

Related Goal	Unit Name	Course Number	Course Outcome
	Adult Basic Education	BSHS CHEM	Students will determine the relationship between mass, moles, number of particles, and the volume of a gas by converting from one to another.
	Adult Basic Education	BSHS CHEM	Students will pass the final exam.
	Adult Basic Education	BSHS CHEM	Students will use the periodic table to determine the number of valence electrons in an atom and the type of bond the atom can form.
	Adult Basic Education	BSHS CHN1	Students will pass the final exam.
	Adult Basic Education	BSHS CIV	Students will analyze the fundamental principles of American democracy as expressed in documents of American democracy.
	Adult Basic Education	BSHS CIV	Students will analyze U.S. Supreme Court interpretations of the Constitution and its amendments.
	Adult Basic Education	BSHS CIV	Students will pass the final exam.
	Adult Basic Education	BSHS CPTC	Students will pass the final exam.
	Adult Basic Education	BSHS EASC	High School Earth Science students will be able to identify the different factors that influence weather and climate.
	Adult Basic Education	BSHS EASC	Students will be able to identify geographic global locations.
	Adult Basic Education	BSHS EASC	Students will pass the final exam.
	Adult Basic Education	BSHS ECON	Economics students will be able creating a report on the 3 major economic systems of the world today.
	Adult Basic Education	BSHS ECON	Students will be able to analyze the influence of the federal government on the American economy.
	Adult Basic Education	BSHS ECON	Students will pass the final exam.
	Adult Basic Education	BSHS ENG1	Students will pass the final exam.
	Adult Basic Education	BSHS ENG2	Students will pass the final exam.
	Adult Basic Education	BSHS ENG3	Students will pass the final exam.
	Adult Basic Education	BSHS ENG4	English 4 students will effectively analyze societal problems and develop appropriate solutions.
	Adult Basic Education	BSHS ENG4	Students will pass the final exam.
	Adult Basic Education	BSHS GEOG	High school geography students will analyze the physical and cultural geography of Latin America
	Adult Basic Education	BSHS	High school geography students will be able to describe the physical

Related Goal	Unit Name	Course Number	Course Outcome
	Adult Basic Education	GEOG	and human features that geographers study
	Adult Basic Education	BSHS GEOG	Students will pass the final exam.
	Adult Basic Education	BSHS GEOM	Geometry students will be able to use the Pythagorean Theorem to find the measure of an unknown side of a right triangle.
	Adult Basic Education	BSHS GEOM	Students will apply theorems involving the properties of parallel lines.
	Adult Basic Education	BSHS GEOM	Students will pass the final exam.
	Adult Basic Education	BSHS GEOM	Students will write geometric proofs.
	Adult Basic Education	BSHS GRAP	Students will be able to apply various techniques to solve computer graphics problems using masking, filters & styles.
	Adult Basic Education	BSHS GRAP	Students will pass the final exam.
	Adult Basic Education	BSHS GRAP	Understand the design fundamentals for creating graphics using CRAP Principles (Contrast, Repetition, Alignment, and Proximity).
	Adult Basic Education	BSHS HLTH	Students will pass the final exam.
	Adult Basic Education	BSHS KEY	Students will pass the final exam.
	Adult Basic Education	BSHS MUSC	Music appreciation students will be able to discuss the similarities and differences between the Romantic and Classical time periods.
	Adult Basic Education	BSHS MUSC	Music appreciation students will be able to identify specific musical characteristics from Baroque to 20th century. A) tone B) timbre C) texture D) instrumentation E) rhythm F) form
	Adult Basic Education	BSHS MUSC	Students will pass the final exam.
	Adult Basic Education	BSHS PHSC	Physical Science students will be able to describe the properties of Newton's three laws of motion.
	Adult Basic Education	BSHS PHSC	Physical Science students will be able to diagram the structure of an atom and relate the structure to compounds, molecules, states of matter and molecular motion.
	Adult Basic Education	BSHS PHSC	Students will pass the final exam.
	Adult Basic Education	BSHS PLNG	Students will pass the final exam.

Related Goal	Unit Name	Course Number	Course Outcome
	Adult Basic Education	BSHS PREA	Pre-Algebra students will solve problems using Order of Operations.
	Adult Basic Education	BSHS PREA	Students will pass the final exam.
	Adult Basic Education	BSHS PREA	Students will solve problems involving rational numbers.
	Adult Basic Education	BSHS PSY	Students will analyze different theories related to cognitive development.
	Adult Basic Education	BSHS PSY	Students will analyze the various treatments for different psychological disorders.
	Adult Basic Education	BSHS PSY	Students will pass the final exam.
	Adult Basic Education	BSHS SOC	Students will analyze issues of social stratification in nonindustrial and industrial societies.
	Adult Basic Education	BSHS SOC	Students will analyze social roles and social groups.
	Adult Basic Education	BSHS SOC	Students will pass the final exam.
	Adult Basic Education	BSHS SPN1	Students will pass the final exam.
	Adult Basic Education	BSHS SPN2	Students will pass the final exam.
	Adult Basic Education	BSHS SSK	Students will pass the final exam.
	Adult Basic Education	BSHS USHS	Students will analyze the American rationale for entering World War II.
	Adult Basic Education	BSHS USHS	Students will be able to analyze the causes and experiences of the Great Depression.
	Adult Basic Education	BSHS USHS	Students will be able to complete a project that clearly expresses a logical and informed opinion on whether they are more politically conservative or liberal.
	Adult Basic Education	BSHS USHS	Students will pass the final exam.
	Adult Basic Education	BSHS USHS	United States History students will demonstrate critical thinking skills by effectively completing a project showing: (a) a clear and concise purpose; (b) analysis of relevant information; (c) a well-reasoned conclusion.
	Adult Basic Education	BSHS WHS	Students will analyze the major causes and effects of the first World War.
	Adult Basic Education	BSHS WHS	Students will analyze the Nazi policy of pursuing racial purity.
	Adult Basic Education	BSHS	Students will pass the final exam.

Related Goal	Unit Name	Course Number	Course Outcome
	Adult Basic Education	WHS	Students will pass the final exam.
	Adult Basic Education	BSHS WHS	World History A students will be able to describe the major concepts of the first World War.
	Adult Basic Education	BSHS WHS	World History students will demonstrate critical thinking skills by effectively completing a project showing: (a) a clear and concise purpose; (b) analysis of relevant information; (c) a well-reasoned conclusion.
	Continuing Education Division Office	BS LRN50	Students will develop skills for using computer-based resources to successfully complete academic/vocational assignments.
	Continuing Education Division Office	VOC AGR25	Students will identify flowers and their types.
	Continuing Education Division Office	VOC AGR26	Students will apply individual creative styles and unusual flower forms to create floral designs.
	Continuing Education Division Office	VOC AGR26	Students will apply skills and procedures to a floral shop setting.
	Continuing Education Division Office	VOC AGR27	Students will apply principles of floral design for special occasions.
	Continuing Education Division Office	VOC AGR27	Students will describe management practices of a typical florist operation.
	Continuing Education Division Office	VOC AGR27	Students will describe the cultural and ethnic trends in global floriculture.
	Continuing Education Division Office	VOC HTH04	Students in Acute CNA will pass their final examination.
	Continuing Education Division Office	VOC HTH04	Students will demonstrate competency in performing basic skills commonly provided by nursing assistants in acute care clinical settings.
	Continuing Education Division Office	VOC HTH13	Students will compare approaches to interpretation in health care settings.
	Continuing Education Division Office	VOC HTH13	Students will demonstrate skills in modes of interpretation (consecutive, sight, simultaneous, and summarization).
	Continuing Education Division Office	VOC HTH14	Students will demonstrate skill in cross-cultural communication.
	Continuing Education Division Office	VOC HTH14	Students will demonstrate skill in managing the flow of an interpreting session.
	Continuing Education Division Office	VOC HTH15	Students will conduct a minimum of 20 significant interpreting encounters in a health care setting.
	Continuing Education Division Office	VOC HTH15	Students will demonstrate professional practices related to health care interpreting (scope of practice, accountability, and boundaries).
	Continuing Education Division Office	VOC HTH18	Students will demonstrate effective skills for communicating with dementia clients.
	Continuing Education Division Office	VOC HTH18	Students will identify safety concerns and strategies related to dementia clients.

Related Goal	Unit Name	Course Number	Course Outcome
	Continuing Education Division Office	VOC HTH20	Students will evaluate alternatives in managing conflict in a health care interpreting setting.
	Continuing Education Division Office	VOC HTH20	Students will evaluate personal practices related to professionalism in health care interpreting.
	ESL	ESL LVL1	(Level 1) Students will be able to describe and access services offered at DMV and read, interpret and identify legal response to regulations, roadside signs, and traffic signals
	ESL	ESL LVL1	Students will demonstrate comprehension of basic vocabulary, phrases, and commands used in everyday situations.
	ESL	ESL LVL2	(Level 2) Students will be able to respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process
	ESL	ESL LVL2	Students will differentiate between present, past, and future events based on an audio conversation.
	ESL	ESL LVL3	Students will demonstrate understanding of main idea and specific content in standard English dialect on previously learned topics.
	ESL	ESL LVL4	By the end of the term, 70% of the ESL students taking Level 4 will receive a passing score of 12 or higher (out of 18) on an ESL department oral rubric as measured by their instructors for their interview presentation of someone whom they did not know before taking the class.
	ESL	ESL LVL4	Students will be able to detect the the mood and urgency of a message based on an audio segment of a conversation.
	ESL	ESL LVL5	By the end of the term, at least 70% of the students in Level 5 will be able to correctly answer at least 12 out of 20 listening comprehension questions given by their level instructors.
	ESL	ESL LVL6	By the end of the term, at least 70% of the students in Level 6 will be able to correctly answer at least 12 out of 20 listening comprehension questions given by their level instructors.
	ESL	ESL LVL6	Students exiting Level 6 will be able to present via PowerPoint the research results of an identified career path using multiple resources.
	ESL	ESL PLVL1	Pre-1) Students will be able to demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies.
	ESL	ESL PLVL1	Students will demonstrate understanding of simple words, phrases and questions related to personal information or familiar materials.
	ESL	ESL SPKC	Advanced ESL students will present a biography of an influential person.
	ESL	ESL SPKC	Advanced level ESL students will orally present a compare/contrast speech.
	ESL	ESL TOEFL	At the end of the session, The TOEFL class instructor will administer a reading comprehension test similar to that section of the ETS-TOEFL

Related Goal	Unit Name	Course Number	Course Outcome
	ESL	ESL TOEFL	test; 80% of the students will receive passing scores (minimum of 13 out of 19 points or 70%)
	ESL	ESL TOEFL	By the end of the session, The TOEFL class instructor will administer a listening comprehension test similar to that section of the ETS-TOEFL test; 80% of the students will receive passing scores (minimum of 20 out of 29 points or 70%)
	ESL	ESL VHLTH	Students will listen to a medically-related audio selection and will take accurate notes on a provided form.
	ESL	ESL VHLTH	Students will participate in a medically-related discussion and will be evaluated on their oral fluency according to a rubric.
	ESL	ESL WRTA	Beginning level ESL students will edit and rewrite a paragraph containing errors that include grammar, spelling, capitalization, mechanics and punctuation.
	ESL	ESL WRTA	Beginning level ESL students will write a short paragraph about a favorite person guided by "wh-" questions (who, what, when, where, and why).
	ESL	ESL WRTB	Intermediate level ESL students will edit a classmate's writing sample using a worksheet provided by the instructor that includes such criteria as main idea, attention to detail, editing errors, and questions to the author.
	ESL	ESL WRTB	Intermediate level ESL students will edit a short composition and complete a worksheet provided by the instructor.
	ESL	ESL WRTC	Advanced ESL students will develop an outline for a comparison/contrast essay using an outline worksheet provided by the instructor that includes clear main idea, two points of comparison or two points of contrast with two specific details and examples for each point, and a conclusion.
	ESL	ESL WRTC	Advanced Vocational English as a Second Language (VESL) students will individually write a two-page report on the product or service they developed for their team presentation.
	ESL	ESL WRTC	Advanced-level Vocational English as a Second Language (VESL) students will individually write a one-page report on the company they researched in teams.
	Older Adult Programs	OAD ELL05	The students in the Lifelong Learning through Current World Events classes will at least maintain their individual level of describing the influence of specific events in relation to local and global environments through experiential group discussion.
	Older Adult Programs	OAD ELL05	The students in the Lifelong Learning through Current World Events classes will at least maintain their individual level of discussing current events through experiential group discussion.
	Older Adult Programs	VOC AGR-G	The students in Home Gardening will design a garden using proper foliage in regard to shady areas through completion of an individual class project.

Related Goal	Unit Name	Course Number	Course Outcome
	Older Adult Programs	VOC AGR-G	The students in Home Gardening will design a garden using proper foliage in regard to sunny areas through completion of an individual class project.
Student Learning Goal 3. Lifelong learners who: take responsibility for setting and implementing educational plans; recognize and apply learning strengths; participate productively in the community.	Adult Basic Education	BS ABE01	ABE students who attend orientation will be able to describe the matriculation process.
	Adult Basic Education	BS ABE01	GED/Adult high school students will develop an educational plan.
	Adult Basic Education	BS ABE03	Students enrolled in a leadership course will be able to complete a team implementation plan.
	Adult Basic Education	BS ABE03	Students enrolled in the leadership course will be able identify and describe their own personal leadership style(s), strengths, and weaknesses.
	Adult Basic Education	BS ABE04	ABE students who attend orientation will be able to describe the matriculation process.
	Adult Basic Education	BS ABE04	GED/Adult high school students will develop an educational plan
	Adult Basic Education	BS ABE05	Students will be able demonstrate that they have learned appropriate interview strategies.
	Adult Basic Education	BS ABE05	Students will construct a professional resume.
	Adult Basic Education	BS GEDMA	GED Prep students will improve their GED Math post test scores.
	Adult Basic Education	BS LRN06	Students will demonstrate skills in MS EXCEL that will benefit personal, career, and college advancement.
	Adult Basic Education	BSHS CPTC	High school Computer Technology students will be able to modify, produce, and format a business letter in Microsoft Word 2007.
	Adult Basic Education	BSHS CPTC	High School Computer Technology students will be able to produce, formulate, and modify a chart in Microsoft Excel.
	Adult Basic Education	BSHS HLTH	Health A students will be able to identify personal stressors and develop a set of strategies to manage them.
	Adult Basic Education	BSHS HLTH	Students will analyze strategies for disease prevention.
	Adult Basic Education	BSHS HLTH	Students will analyze the influences on growth, development, and sexual health.
	Adult Basic Education	BSHS KEY	Students will be able to modify, produce, and format a business letter.
	Adult Basic Education	BSHS KEY	Students will be able to type at a rate of 35 words per minute.
	Adult Basic Education	BSHS PLNG	Students will construct a professional resume.
	Adult Basic Education	BSHS	Students will develop a personalized budget plan (yearly, monthly,

Related Goal	Unit Name	Course Number	Course Outcome
	Adult Basic Education	PLNG	and weekly) based on career and educational goals and decisions.
	Adult Basic Education	BSHS SSK	Students will determine their strengths and weaknesses with regards to their individual learning abilities and determine strategies to improve weaknesses.
	Adult Basic Education	BSHS SSK	Students will develop an alternative method of note-taking.
	Continuing Education Division Office	BS TR01	Students will develop a greater awareness of their own learning process.
	Continuing Education Division Office	BS TR01	Students will develop strategies for academic success.
	Continuing Education Division Office	BS TR01	Students will improve essential academic skills for college courses.
	Continuing Education Division Office	VOC AGR25	Students will create arrangements showing basic principles of floral design including asymmetry and symmetry.
	ESL	CITZ NAT	Students will improve their understanding of the listening and writing content of the U.S. Citizenship interview.
	ESL	CITZ NAT	Students will improve their understanding of U.S. history & government content outlined by U.S. Naturalization Dept.
	ESL	ESL LANG3	Students will apply effective strategies such as use of contextual cues and prefix/suffix inference to demonstrate understanding of vocabulary in a specific field of study.
	ESL	ESL LVL5	(Level 5) Students will be able to report orally the results of an interview with a native English speaker in the community or the workplace.
	ESL	ESL PLVL1	Students will be able to describe services offered at the DMV as well as identify roadside signs and traffic signals.
	ESL	ESL WRTB	Intermediate level ESL students will write a business letter (e.g. request, complaint, invitation) following the business letter format you studied in class.
	ESL	ESL WRTC	Advanced ESL students will write a composition that consists of a summary and response to a nonfiction reading (e.g., newspaper, magazine). The composition includes the title of the selection, the author, the source, the general idea of the entire article, and only the most essential points.
	Older Adult Programs	BS ABE07	The students in Re-entry work skills needed for todays workforce will demonstrate job search techniques.
	Older Adult Programs	BS ABE07	The students in Re-entry work skills needed for todays workforce will demonstrate proper resume and cover letter styles.
	Older Adult Programs	DSPS ELL01	The students in Lifelong Learning for Special Needs will demonstrate improved expressive communication skills.
	Older Adult Programs	DSPS	The students in Lifelong Learning for Special Needs will demonstrate

Related Goal	Unit Name	Course Number	Course Outcome
	Older Adult Programs	ELL01	improved receptive communication skills.
	Older Adult Programs	OAD ELL03	The students in Lifelong Learning for Older Adults Crafts classes will construct a craft item through observation and instruction through a personal class project.
	Older Adult Programs	OAD ELL03	The students in Lifelong Learning for Older Adults Crafts classes will demonstrate proper use of craft tools through a personal class project.
	Older Adult Programs	OAD ELL04	The students in Lifelong Learning for Older Adults classes will at least maintain their individual level of long term memory.
	Older Adult Programs	OAD ELL04	The students in the Lifelong Learning for Older Adults classes will at least maintain their individual level of short term memory.
	Older Adult Programs	OAD FKA04	The students in Quilting classes will demonstrate pattern layout through an individual class project.
	Older Adult Programs	OAD FKA04	The students in Quilting classes will demonstrate proper tool care through a personal class project.
	Older Adult Programs	OAD FNA01	The students in China Painting Classes will display proper brush strokes through personal class projects.
	Older Adult Programs	OAD FNA01	The students in China Painting Classes will illustrate proper use of color management used in china painting through completion of a personal class project.
	Older Adult Programs	OAD FNA03	The students in Oil painting classes will display proper brush strokes through personal class projects.
	Older Adult Programs	OAD FNA03	The students in Oil painting classes will illustrate proper pictorial planning through completion of a personal class project.
	Older Adult Programs	OAD FNA04	All students in Watercolor Painting Classes will produce an appropriate class project that demonstrates proper brush strokes.
	Older Adult Programs	OAD FNA04	All students in Watercolor Painting Classes will produce an appropriate class project that demonstrates proper pictorial planning used in watercolor painting.
	Older Adult Programs	OAD FNA32	The students in Drawing-Beginning through Advanced classes will demonstrate proper anatomical proportions through a personal class project.
	Older Adult Programs	OAD FNA32	The students in Drawing-Beginning through Advanced classes will demonstrate shadow casting through a personal class project.
	Older Adult Programs	OAD MOX01	The students in Older Adult Physical Conditioning classes will at least maintain their individual levels of endurance.
	Older Adult Programs	OAD MOX01	The students in Older Adult Physical Conditioning classes will at least maintain their upper-body strength.
	Older Adult Programs	OAD MOX02	Students in Older Adult Mobiltiy Through Exercise - Slow Stretch Tai Chi Movement classes will at least maintain their individaul levels of balance.
	Older Adult Programs	OAD	Students in the older adult mobility through exercise - slow stretch

Related Goal	Unit Name	Course Number	Course Outcome
	Older Adult Programs	MOX02	Tai Chi movement classes will at least maintain their individual levels of mobility.
	Older Adult Programs	OAD MOX04	The students in Older Adult Mobility Through Exercise Yoga classes will at least maintain their individual level of shoulder flexibility (rotator cuff flexibility).
	Older Adult Programs	OAD MOX04	The students in Older Adult Mobility Through Exercise Yoga classes will at least maintain their individual levels of lower back and hamstring flexibility.
	Older Adult Programs	OAD MOX06	The students in Older Adult Mobility Through Exercise Water Exercise classes will at least maintain their core body strength.
	Older Adult Programs	OAD MOX06	The students in Older Adult Mobility Through Exercise Water Exercise classes will keep their bodies moving to at least maintain their level of endurance.
	Older Adult Programs	OAD MOX11	Students in Fall Prevention: Balance and Mobility classes will at least maintain their static balance.
	Older Adult Programs	OAD MOX11	Students in Fall Prevention: Balance and Mobility will at least maintain their dynamic balance.
	Older Adult Programs	VOC CPCC	The students in Creative computing classes will display their use of graphic art techniques through completion of a class project.
	Older Adult Programs	VOC CPDI	Students in digital photograhpy for the beginner will complete a class project that displays students ability for digital image management.
	Older Adult Programs	VOC CPDI	Students in Digital Photograhpy for the beginner will display proper image selection techniques through completion of a class project.
	Older Adult Programs	VOC CPNET	Students in Internet Research - An Introduction will complete a class project displaying the students Internet search techniques.
	Older Adult Programs	VOC CPNET	Students in Internet Research - An Introduction will display through a class project ability to manage e-mails.
	Older Adult Programs	VOC ESD02	The students in Production of Boutiques Craft for Retail Sales Classes will demonstrate proper craft design/pattern making through completion of a class project.
	Older Adult Programs	VOC ESD02	The students in Production of Boutiques Craft for Retail Sales Classes will demonstrate proper tool care techniques through completion of a class project.
	Older Adult Programs	VOC ESD07	The students in Handcrafted Needlework for Retail Sales and Boutiques Classes will demonstrate proper needlework techniques through completion of a class project.
	Older Adult Programs	VOC ESD07	The students in Handcrafted Needlework for Retail Sales and Boutiques Classes will demonstrate proper yarn selection for garments through completion of a class project
	Older Adult Programs	VOC ESD08	The students in Jewelry production and Design for Retail Sales Classes will demonstrate proper wire wrapping techniques through personal class projects.
	Older Adult Programs	VOC	The students in Jewelry production and Design for Retail Sales Classes

Related Goal	Unit Name	Course Number	Course Outcome
	Older Adult Programs	ESD08	will illustrate proper equipment maintenance used in jewelry making through completion of personal class project.
	Older Adult Programs	VOC ESD09	The students in Sewing and Design classes will demonstrate proper pattern drafting through an individual class project.
	Older Adult Programs	VOC ESD09	The students in Sewing and Design classes will demonstrate proper tool care through a personal class project.
	Older Adult Programs	VOC ESD10	The students in Beginning Decorative Art Production for Retail Sales Classes will demonstrate ability to mix colors through completion of a class project.
	Older Adult Programs	VOC ESD10	The students in Beginning Decorative Art Production for Retail Sales Classes will demonstrate proper brushing techniques through completion of a class project
	Older Adult Programs	VOC ESD11	The students in Intermediate Decorative Art Production for Retail Sales Classes will demonstrate ability to mix colors through completion of a class project.
	Older Adult Programs	VOC ESD11	The students in Intermediate Decorative Art Production for Retail Sales Classes will demonstrate proper brushing techniques through completion of a class project.
	Older Adult Programs	VOC ESD15	The students in Jewelry/Lapidary Classes will illustrate proper equipment maintenance used in jewelry making through completion of personal class project.
	Older Adult Programs	VOC ESD15	The students in Jewelry/Lapidary Production Design Classes will demonstrate proper jewelry design through personal class projects.

Courses with Use of Results tied to SLGs - PDF

Unit Name	Course Number	Action
Adult Basic Education	BS ABE01	It is evident by the results that the AD students are gaining the information needed to understand the steps to matricuation. GED student data did not reflect the same result. Therefore, an examination of the GED orientation and delivery should be conducted.
Adult Basic Education	BS ABE01	Past interventions, which included an educational advisor calling students after 3 weeks of orientation improved the number of students completing an educational plan. Therefore, the educational advisor shoudl resume this activity and follow-up. In addition, an exmination of the orientation process is suggested. Finally, although interventions can be made to increase these results, barriers faced due to life issues are common for adult secondary students. ABE faculty have determined that this SLO should be assessed again in 2011-12. In order to improve outcomes, ABE faculty believe that in addition to examining orientaiton materials and delivery methods, they should only register students who complete their assessment. In addition, students who come in the evening, when staffing is low may not be able to access an instructor. Therefore, a process is needed that ensures all students have access to staff who can give and review their IEP.
Adult Basic Education	BS ABE02	Based on the results, we should compare only students who have post tested after instruction. Data collection demonstrates that students who consistently work on improving scores under the instruction of a teacher do improve. Two things have been identified: 1)Tracking of those who have taken the official GED Writing and passed the essay needs to be included. 2)Improve follow up with students to ensure they write a second essay.
Adult Basic Education	BS ABE02	Expectations have been met. Given the transitory student population, very few students receive pretesting at the beginning of the semester and post-testing at the end.
Adult Basic Education	BS ABE02	The rubric used to evaluate student essays needs to be assessed. There may be some inconsistencies in grading the essays. Instructors will meet during the Fall semester to discuss standards of grading and make necessary changes to the rubric. This SLO will be repeated.
Adult Basic Education	BS ABE03	
Adult Basic Education	BS ABE04	Although the criteria was met, once the data was disaggregated among the two programs, the following summary demonstrates that there was a difference in awareness of the matriculation steps between the students attending the GED orientations and those attending the Adult Diploma orientations. AD: 205 students who attended the Adult Diploma orientation took the survey. Of these 173 (84%) were able to name 4-5 of the 5 steps to matriculation into the diploma program. GED: 41 students who attended the GED orientation took the survey. Of these, 21 (51%) were able to name 4-5 of the 5 steps to matriculation into the GED program. Past interventions which included an educational advisor follow-up (by telephone) improved the number of students completing an educational plan. Therefore, it may be needed for advisors to return to this intervention. Also, an examination of the orientation process is also suggested. Finally, although interventions can be done to increase these results, the challenge to students' life issues is common for Adult Secondary students.
Adult Basic Education	BS ABE04	Recent data (July 2010 ? May 2011) obtained by student survey indicate that of the 576 students that attended the Adult High School Diploma Orientation, a Preliminary Credit Check (PCC) could be developed for 43% of those

Unit Name	Course Number	Action
Adult Basic Education	BS ABE04	students. A PCC can only be created if the student provides us with some transcript. Students are advised to bring a copy of their most recent transcript with them to the orientation. All students however, complete a transcript request form during the orientation which we fax directly to named schools. There are a variety of situations that could explain why more transcripts are not received. -Student does not bring in most recent transcript to orientation -Student perhaps attended schools/districts that now requires fees to obtain transcripts -Student completes transcript request form, but we never receive a transcript -Transiency and life barriers for some students -Student has out of country transcripts that could be costly to translate Recommendations: -Require student to bring in copy of most recent transcript to orientation -Notify students within a designated period of time that we have not yet received any transcripts and determine whether or not student is still interested in moving forward through program. GED Students: It is evident that the GED students are especially transient. More focused efforts need to be made to assist these students in following through with the noncredit matriculation plan. This would includes a timely and systematic follow-up of those attending orientations. ABE staff needs to call the students after two weeks to offer support in completing the matriculation process and beginning their program.
Adult Basic Education	BS ABE04	This data infers that most of the students understood the noncredit matriculation process and that the criterion was met. Furthermore, those attending the Adult Diploma orientation clearly demonstrated that they knew the steps needed to complete the enrollment process as 84% were able to name 4 or 5 matriculation steps. However, many attending the GED orientation did not demonstrate that they were as informed of the steps (49%). This means that almost half left the orientation without knowing the steps to completing the noncredit matriculation process. Some suggestions are: 1.Evaluate the orientation materials for GED to determine if there is ample and clear documentation of the matriculation steps. 2.Evaluate the presentation order and delivery to ensure that different learning styles are addressed. 3.Consider different presentation styles, i.e, mixture of PPT, lecture, grouping.
Adult Basic Education	BS ABE05	
Adult Basic Education	BS GEDMA	
Adult Basic Education	BS LRN01	
Adult Basic Education	BS LRN01	Based on the results instructors will give students a writing checklist along with the rubric so that the students can better interpret the strategic and conventional expectations of the paper and be able to implement them. The instructor also recommends adding a writing conventions section to the syllabus.
Adult Basic Education	BS LRN06	Although students met all the criteria, the largest area for improvement was related to typos and mechanics (margins, spacing, and formatting). Students will meet with instructor before first test to discuss what is expected.
Adult Basic Education	BS LRN06	Although students met all the criteria, the largest area for improvement was related to using formulas correctly.

Unit Name	Course Number	Action
Adult Basic Education	BS LRN06	Students will meet with instructor before first test to discuss what is expected.
Adult Basic Education	BS LRN06	Instructors will periodically examine rubrics used to grade WORD document and determine areas of growth for the students. Instructors will adjust future teaching to address these areas.
Adult Basic Education	BS LRN06	Most students are able to successfully create a worksheet and column chart in EXCEL. Students would also benefit from reviewing the rubric used to grade the assignment and get further instruction on areas of weakness.
Adult Basic Education	BSHS ALG1	
Adult Basic Education	BSHS ALG1	Not all standards are covered during summer school in the great deal that they normally are, so teachers need to make sure that the final exam is written emphasizing the standards and SLOs that are covered in detail during this time period. It is also important to find out what the ?big? topics are for the CST and for the students next math course and make sure that these topics are focused on both during the class and the final exam.
Adult Basic Education	BSHS ALG1	On almost all of the problems, the questions the students answered wrong were those that they did not show their work. Additional reminders to show work will be given by the instructors/tutors and added into the assignment handout.
Adult Basic Education	BSHS ALG2	Algebra 2 contains many key topics important for students to know for their math class that they will take after. The SLOs were written based on this so its important that students have a solid knowledge of these. Also, it would be helpful if teachers used released CST questions to help students with mastery of the Algebra 2 topics and if they should students how this might be used in the proceeding math course.
Adult Basic Education	BSHS ALG2	Based on these results it appears that: -More emphasis must be given to solving quadratic equations using the different methods. -Additional exercises need to be introduced into the curriculum to provide students with extra practice. -Students require notes and examples that are more easily understood at their level of competence.
Adult Basic Education	BSHS ALG2	It is recommended that students complete a pre-test for each chapter before completing the actual chapter test. This pre-test will not carry the same weighted grade as the regular tests and quizzes, but will allow students to become aware of areas that they need to improve before completing the chapter test. Results of the pre-test will be shared with the students prior to them completing the chapter test and recommendations for improvement will be made.
Adult Basic Education	BSHS ALG2	The areas where students need more instruction and practice in order to meet the requirement that 70% of the students will be able to answer the questions correctly are: grouping, sum and difference of two cubes, and difference of two squares. In order to meet this requirement, more instructional time and practice time will be spent on these areas. Alternative methods of explanation will be used and a wider variety of examples will be used. Students will receive guided practice and those students that are struggling with the concept will receive individual assistance.
Adult Basic Education	BSHS ART1	
Adult Basic Education	BSHS ART1	The assignment should be changed to increase the rigor.
Adult Basic Education	BSHS ART1	The final exam has the most successful numbers of data. With the highest level being in the advanced column, yet 6.2% of un- attempted scores appears concerning. Giving teachers the ability to create their own finals has positive and negative effects. Positive because it enforces to students the learning that is of most importance, negative because it could be lacking in standard based instruction. More specific examples are needed to express the data more accurately. Teachers have varying final exams therefore un- attempted or below basic level scores can increase if a student did not study properly, the test is not open to student learning styles or a special education student is not helped. Mainly a study guide should be given to students to properly prepare, a review the day before, and ample amount of time should be given to students.

Unit Name	Course Number	Action
Adult Basic Education	BSHS ART2	
Adult Basic Education	BSHS BIO	
Adult Basic Education	BSHS BIO	1. At least 10% more students should be able to pass the Biology final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS BIO	1. At least 20% more students should be able to pass the Biology final exam with a grade of 70% or better. 2. Re-write study guide to be more specific about examination topics
Adult Basic Education	BSHS BIO	Most students understood they needed to complete a Punnett square and correctly drew one. However, students do not know the difference between homozygous and heterozygous genotypes when asked to use them in a cross. Some students also used two different letters to represent alleles indicating they do not completely understand how to perform genetic crosses. Using Punnett squares is a basic skill in biology; therefore, students may need more practice. An additional worksheet summarizing these key concepts of crosses for this chapter is needed. Identification of homozygous and heterozygous genotypes is a beginning skill necessary for proficiency in this chapter. No changes to question #18 need to be made. Question #26 may be too difficult for most students to answer successfully; advanced students should be able to answer this question. In examining the practice work with the examination there is no clear link between classroom assignments and test performance. It is suggested, in addition to a worksheet, that the chapter 11 exam be changed to reflect basic and above basic transfer of knowledge. This SLO needs to be altered and revisited next semester.
Adult Basic Education	BSHS BIO	Results suggest that students need more practice making inferences and drawing conclusions. Curriculum should be modified to provide students with additional practice prior to the Lab. Possible assignment could include Problem Solving Labs and Analyzing Labs.
Adult Basic Education	BSHS BIO	Students typically enjoy this portion of genetics and the associated lab work. Based on the results of this SLO perhaps the curriculum in total should include more laboratories.
Adult Basic Education	BSHS BIO	The two questions that seemed most difficult were numbers six and nine. Number six asked for the function of the myelin sheath in nerve conduction. This answer is clearly stated in the text book and relatively easy to answer with adequate effort. Question nine asks for the roles of the various ions that make up an action potential, calling for a high conceptual grasp of the material. It could be worded more clearly, and I believe that many of the students misread the question, because they demonstrated comprehension of the same concepts elsewhere in the assignment. Overall, the majority of the class grasped a very important concept in high school Biology. Recommendation: This is a useful and relevant assignment that I would continue to use in the future. I would write a note to the students that there is only one correct answer choice for question nine. Nerve conduction is a crucial concept in Biology and should be included in the group of ?mini-lectures? or modules that the science teacher should deliver several times throughout the year. During these talks, I have found it useful to pick an assignment similar to this to work through together.
Adult Basic Education	BSHS CHEM	1. At least 15% more students should be able to pass the Chemistry final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.

Unit Name	Course Number	Action
Adult Basic Education	BSHS CHEM	1. Overall students did well on a difficult exam. 2. A comprehensive study guide was given to students which improved exam scores from Winter/Spring 2010. 3. Will re-evaluate exam noting topics that were more difficult and prepare additional practice worksheets
Adult Basic Education	BSHS CHEM	In all cases low scoring labs had incomplete sections. In previous semesters we have not had as much success with this lab. This student group did a thorough job of accurately answering the analysis questions. Students in previous semesters have found the analysis questions difficult and have not been able to answer them successfully. The lab is a good indicator of student comprehension of physical and chemical properties and changes. Therefore, we recommend using the lab again for a different student population in a future semester to compare the results.
Adult Basic Education	BSHS CHEM	Students are able to use the book successfully and locate information based on the structure of the text. No changes should be made; this type of question gives the students exposure to the material. Although students are able to identify the number of valence electrons and draw electrons gained or lost in ion formation. They are also unable to name ions. The assignments for this chapter need to be evaluated and potentially new questions for the book need to be assigned or a worksheet needs to be made to better lead students through the material.
Adult Basic Education	BSHS CHEM	Students in this course worked exceptionally well together. This is the first lab of the semester and typically students have some difficulty working collaboratively. Students were allowed to choose their own lab groups and we were impressed with their ability to distribute the tasks necessary to complete the lab. We suggested assigning students to prescribed lab groups and comparing the results. Also suggested was assessing laboratory participation of two labs; this beginning lab and a lab performed towards the end of the semester.
Adult Basic Education	BSHS CHEM	The three students with the lowest score did not complete the course. This leads me to conclude that this assignment can be grasped and mastered by most students with an average level of effort. The fact that all who scored higher than 75% continued to do well in the course suggests that performance on this assignment can be used to predict performance on future assignments. This assignment draws on knowledge gained in Chemistry A, and the scores reflect the difficult nature of the assignment for those students who could not recall or never mastered the material in Chemistry. Stoichiometry is difficult for those without a strong math background, and that was reflected in the lower averages of the last three questions which were very mathematical. Recommendation: The science instructor needs to pay attention to the performance of students on this assignment to identify those who lack comprehension of these concepts as soon as possible. As illustrated by the top and bottom weighted nature of the students percentages, these are concepts that are either grasped fully or not at all. I believe that this assignment is clear and beneficial and would continue to use it in the future without modification.
Adult Basic Education	BSHS CHN1	
Adult Basic Education	BSHS CIV	
Adult Basic Education	BSHS CIV	1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam.

Unit Name	Course Number	Action
Adult Basic Education	BSHS CIV	4. Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS CPTC	
Adult Basic Education	BSHS CPTC	1.Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2.Instructors will use the final exam rubric as a guideline for writing the final exam. 3.Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS EASC	
Adult Basic Education	BSHS EASC	1. 15% - 20% more students should be able to pass the Earth Science final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS EASC	Students that attend summer school class regularly and complete designated assignments prior to the exams score higher on each exam in each section. Students that attend class but do not complete assignments score far lower on exams. Emphasis to parents and students, that during an accelerated course the completion of course assignments are not optional to insure the students? success. Also, the child and the parent should sign a contractual agreement to encourage the student s cooperation in the endeavor prior to early enrollment in a summer school course. In addition, students that need additional help should receive additional tutoring in the library after summer school ends from 1:00 - 3:00 utilizing the textbook online along with library tutors on campus.
Adult Basic Education	BSHS ECON	
Adult Basic Education	BSHS ECON	1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS ECON	Students have difficulty understanding what are appropriate sources for research and how to analyze and respond to information from those sources. A more specific rubric and review of the assignment with the instructor should be added.
Adult Basic Education	BSHS ENG1	
Adult Basic Education	BSHS ENG1	In order to get the other students to the mark of 60% the instructor will explain the assignment in more detail because several of the students wrote good introductions but failed to included all the information needed. Although the class went through th entire writing process, many of the students are ELD and had a difficult time understanding the assignment. The next time this assignment is given the instructor will check the progress of these students at an early stage in the writing process. In addition the criterion should be changed from 60% to 70%.
Adult Basic Education	BSHS ENG1	In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam. Faculty can continue to focus on the structural features of informational materials by preparing a sample bibliography of reference materials that shows a variety of documents. They need to generate relevant questions about the readings done in class that need to be researched. Another area to focus on for teachers is a narrative analysis of grade-level-appropriate text. Teachers need to have students write analyses on pieces of literature. These analyses

Unit Name	Course Number	Action
Adult Basic Education	BSHS ENG1	can be in essay format or small quick writes where the focus is the actual analysis and not the grammatical structure of the writing. Finally, writing strategies need to be emphasized in an English 1 course to set the stage for future English courses in high school and beyond. The teacher may use the various methods to show a skeletal framework of a 9th grade essay.
Adult Basic Education	BSHS ENG2	
Adult Basic Education	BSHS ENG2	1. 23% or 5 out of 22 students completed the final exam with an advanced rating. Based on these results, students were able to complete the final with a score of 90 or above due to clear instruction, as well as in-depth preparation. 2. 6 out of 22 students were proficient on the final exam scoring between 80-89 %. Based on these results students that fell into this category would benefit from better preparation especially on the vocabulary and literary terms section of the test. 3. 6 out of 22 students fell into the basic category scoring between 70-79% on the final exam. Based on these results, the instructor will mandate a completed study guide be turned in and reviewed prior to allowing the students to take the final. 4. 5 out of 22 students fell below basic with scores of 70% or lower on the final exam. Based on these results, the instructor will check comprehension in regards to expectations of what is on the final exam. The students should be given a more in-depth study guide that needs to be fully filled out and completed, have to spend at least an hour in preparing for the final with either the tutor or instructor. The instructor suggests a better study guide be made for the final.
Adult Basic Education	BSHS ENG2	In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam. Teachers can continue to focus on the structural features of informational materials by preparing a sample bibliography of reference materials that shows a variety of documents. They need to generate relevant questions about the readings done in class that need to be researched. Another area to focus on for teachers is a narrative analysis of grade-level-appropriate text. Teachers need to have students write analyses on pieces of literature. These analyses can be in essay format or small quick writes where the focus is the actual analysis and not the grammatical structure of the writing. Finally, writing strategies need to be emphasized in an English 2 course to set the stage for future English courses in high school and beyond. The teacher may use the various methods to show a skeletal framework of a 10th grade essay but also emphasize creative writing. The teacher needs to show the students how to find his/her voice in essay writing.
Adult Basic Education	BSHS ENG2	In order to move towards a higher percentage of students passing, examples of plot analysis essays will be shown and discussed. Many students had difficulty in differentiating between analyzing a plot and re-telling the plot. In order to rectify this, prior to the essay several small writing exercises will be completed. These exercises will take students through a step by step process of how to analyze a plot. In addition the criterion should be changed from 60% to 70%.
Adult Basic Education	BSHS ENG3	1. 3% or 1 out of 27 students completed the final exam with an advanced rating. Based on these results, students were able to complete the final with a score of 90 or above due to clear instruction, as well as in-depth preparation. 2. 37% or 10 out of 27 students were proficient on the final exam scoring between 80-89 %. Based on these results students that fell into this category would benefit from better preparation especially on the vocabulary and literary terms section of the test. 3. 26% or 7 out of 27 students fell into the basic category scoring between 70-79% on the final exam. Based on these results, the instructor will mandate a completed study guide be turned in and reviewed prior to allowing the students to take the final.

Unit Name	Course Number	Action
Adult Basic Education	BSHS ENG3	4. 33% or 9 out of 27 students fell below basic with scores of 70% or lower on the final exam. Based on these results, the instructor will check comprehension in regards to expectations of what is on the final exam. The students should be given a more in-depth study guide that needs to be fully filled out and completed, have to spend at least an hour in preparing for the final with either the tutor or instructor. The instructor suggests a better study guide be made for the final.
Adult Basic Education	BSHS ENG3	Although the criterion was met, a number of things are always suggested with regards to . Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.

Teachers need to focus on vocabulary development and word analysis since this is the year that many students will be taking the SAT/ACT. The teacher can give SAT vocabulary for the students to memorize or vocabulary that is pulled from the literature being read in the class or both types of vocabulary. Teachers need to continue to focus on essay writing in English 3, but not use formulaic strategies. Teachers need to concentrate more on the written conventions of essay writing by having the students write daily, whether the writings are quick and short paragraphs or full essays where the students are allowed a considerable amount of time to formulate their thoughts on paper. Finally, teachers should use research and technology in their lessons/final exams to help the students when they are asked to write research papers for high school and eventually college. The 11th grade year tends to be the year of writing a research paper. |
Adult Basic Education	BSHS ENG3	Based on the results: 1.A writing checklist should be implemented in order to guide students through the persuasive writing process 2.A graphic organizer and rough draft should be reviewed by instructor/tutor prior to allowing student to continue with essay. 3.Suggest adding a few writing convention and grammar assignments to curriculum 4.Make the rubric student friendly 5.Change the SLO to read 70% of students will score at least 75% in each section 6.Check student for complete understanding in formatting and understanding of assignment.
Adult Basic Education	BSHS ENG3	Based on the results: 1.The curriculum should be changed so that the graphic organizer and rough draft be worth some points towards grade. 2.A graphic organizer and rough draft must be reviewed by instructor/tutor prior to allowing student to continue with essay. 3.Check with student for complete understanding, organization, and formatting of the essay 4.Suggest adding a few writing conventions as well as grammar assignments to the curriculum. 5.Make the rubric student friendly. 6.Change the SLO to read 70% of students will score at least 75% in each section.
Adult Basic Education	BSHS ENG3	English 3 and 4 syllabi have been changed to eliminate longer assignments and decrease overall student hours.
Adult Basic Education	BSHS ENG3	Teachers are examining ways to help students pass the high school rubric for writing at 80% per section and score a rating of "strong" or "effective" on each section.

Unit Name	Course Number	Action
Adult Basic Education	BSHS ENG4	3/4/2008Teachers are examining ways to help students pass the high school rubric for writing at 80% per section and score a rating of "strong" or "effective" on each section. 3/4/2008English 3 and 4 syllabi have been changed to eliminate longer assignments and decrease overall student hours.
Adult Basic Education	BSHS ENG4	Based on the results: 1.A writing checklist should be implemented in order to guide students through the persuasive writing process 2.A graphic organizer and rough draft should be reviewed by instructor/tutor prior to allowing student to continue with essay. 3.Suggest adding a few writing convention and grammar assignments to curriculum 4.Make the rubric student friendly 5.Change the SLO to read 70% of students will score at least 75% in each section 6.Check student for complete understanding in formatting and understanding of assignment.
Adult Basic Education	BSHS ENG4	Based on the results: 1.The curriculum should be changed so that the graphic organizer and rough draft be worth some points towards grade. 2.A graphic organizer and rough draft must be reviewed by instructor/tutor prior to allowing student to continue with essay. 3.Check with student for complete understanding, organization, and formatting of the essay 4. Suggest adding a few writing conventions as well as grammar assignments to the curriculum. 5.Make the rubric student friendly. 6.Change the SLO to read 70% of students will score at least 75% in each section.
Adult Basic Education	BSHS ENG4	In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam. Teachers need to continue to focus on essay writing in English 4, but not use formulaic strategies. Teachers need to concentrate more on the written conventions of essay writing by having the students write daily, whether the writings are quick and short paragraphs or full essays where the students are allowed a considerable amount of time to formulate their thoughts on paper. Finally, teachers should use research and technology in their lessons/final exams to help the students when they are asked to write research papers for high school and eventually college. The teacher can use methods from the 11th grade year to hone in on more specific ways to write a coherent, multiple-page paper.
Adult Basic Education	BSHS ENG4	Students had difficulty organizing their information. The project assignment should be revised to remind students to review the project with the instructor before beginning. In addition, a graphic organizer should be included to help students organize their research.
Adult Basic Education	BSHS GEOG	
Adult Basic Education	BSHS GEOG	1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS GEOG	Because I achieved only the minimum scores for students who could explain the difference between formal, functional and perceptual regions I plan to spend an additional period teaching these concepts; I will also spend additional time explaining the movement of people, goods and ideas. Because of the successful results associated with student mastery of absolute and relative location I will continue with my established approach.
Adult Basic Education	BSHS GEOM	
Adult Basic Education	BSHS GEOM	Geometry has many theorems and formulas that students have to remember and with such a short amount of time for summer school courses, this can be difficult. Students can create a cheat sheet as they go of all formulas and theorems from different chapters, this way they will have a full compellation when its time to take the final exam.
Adult Basic Education	BSHS GEOM	Had there been more class time to complete the assignment, a higher percentage of students would have achieved 70% or higher. This assignment was part of a 2-part assignment to be completed in class. The data shows that the

Unit Name	Course Number	Action
Adult Basic Education	BSHS GEOM	majority of incorrect answers were from questions 8-13, the later part of the assignment. Many were left blank due to lack of time given. A modification could be that this assignment could be separated from the other assigned work for this lesson. If the work cannot be separated, more time should be alloted.
Adult Basic Education	BSHS GEOM	It is recommended that students complete a pre-test for each chapter before completing the actual chapter test. This pre-test will not carry the same weighted grade as the regular tests and quizzes, but will allow students to become aware of areas that they need to improve before completing the chapter test. Results of the pre-test will be shared with the students prior to them completing the chapter test and recommendations for improvement will be made.
Adult Basic Education	BSHS GEOM	The target percent was achieved, however: -More emphasis will be placed on the examples used in the notes so that more students will be successful on this topic. -Student aides will also be apprised of the results so that extra assistance is provided in this area.
Adult Basic Education	BSHS GRAP	
Adult Basic Education	BSHS GRAP	In-depth analysis of the data revealed areas that should be addressed in the future. 1. The concept of Alignment must be taught in greater detail. This section had the lowest percentage of passing students (73%). 2. The Proximity section did not figure into this project significantly and thus the passing percentage (97%) and apparent grasp of this concept may have been skewed.
Adult Basic Education	BSHS HLTH	
Adult Basic Education	BSHS HLTH	1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS HLTH	Students were able to identify and provide personal thoughts about the stressors in their own lives, but had difficulty identifying and applying strategies to deal with these stressors.
Adult Basic Education	BSHS KEY	1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination practice guide.
Adult Basic Education	BSHS KEY	Students learned to type by touch in week 1. All keys were practiced for two hours per day in week 1. In weeks 2-5, students spent 20 minutes per day with daily typing assignments and tested weekly for speed and accuracy. During the remainder of the day, students practiced typing through word processing activities including academic reports and creating Cornell Notes using WORD tables. Students were given daily lesson and practice tests through on-line websites including freetypinggames.net and sense-lang.org. Most students were close to the criterion of 35 words per minute and increasing the minutes spent practicing each day should help them reach the goal.
Adult Basic Education	BSHS KEY	Students were graded on two business block letters after a one on one teacher evaluation of student work. Students also annotated letters with the components of a Business block to reinforce comprehension. Both of these contributed to the high scores on the test.
Adult Basic Education	BSHS MUSC	

Unit Name	Course Number	Action
Adult Basic Education	BSHS MUSC	More time needs to be spent on understanding texture contrasts between Classical and Romantic orchestrations, as this was the area most students struggled with.
Adult Basic Education	BSHS MUSC	While the data shows we are achieving the goal of 75%, I believe there are still some gaps in the learning process. After looking at the results from the finals, I think a higher emphasis needs to be placed on the listening and identifying different genres and time periods of music. A better understanding of form and texture will help with this. The rigor of the test is appropriate, as is the standard of 75% of students achieving a basic understanding of the material.
Adult Basic Education	BSHS PHSC	
Adult Basic Education	BSHS PLNG	
Adult Basic Education	BSHS PREA	
Adult Basic Education	BSHS PSY	
Adult Basic Education	BSHS SOC	
Adult Basic Education	BSHS SPN1	
Adult Basic Education	BSHS SPN1	Data shows that the preterit form especially the irregular verbs continue to be the most difficult verb tense for students in Spanish 1. We must emphasize the rules including the written accent mark with multiple opportunities for students to practice in order to re-learn the proper way to write and say words in the preterit.
Adult Basic Education	BSHS SPN1	Students showed that they were able to master describing their physical appearance and personality using at least 3 adjectives. While the criteria was met, it appears that students may need more practice in correct Spanish pronunciation, since for some students this was the only area that they did not score proficient. Therefore, a future Spanish 1 SLO focused more intensively on correct Spanish pronunciation would be beneficial for students.
Adult Basic Education	BSHS SPN2	Data shows that although the majority of students (73.6%) scored proficient or above. In order to increase that number, more emphasis needs to be made on the oral language. Students need multiple opportunities to gain confidence in order to use their new language in an authentic setting.
Adult Basic Education	BSHS SPN2	In order to increase the number of students achieving a score of proficient students must be given more opportunity to practice analyzing and deducing information from authentic sources in the target language. Student need more exposure to news video and audio clips as well and a variety of written works.
Adult Basic Education	BSHS SPN2	Punctuation and accent marks were lacking and 70% of students answered writing prompt correctly. Teacher will continue to re-teach how to answer a writing prompt and how to use proper punctuation and accent marks. Student will be given many more opportunities to master this goal.
Adult Basic Education	BSHS SPN2	Students who scored less than 70% were asked to learn countries and capitals that were labeled incorrectly and were re-tested at a later date.
Adult Basic Education	BSHS SSK	
Adult Basic Education	BSHS USHS	
Adult Basic Education	BSHS USHS	1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS USHS	Assessment may need to be made more rigorous in the future. More elements may be added to create a more challenging project.
Adult Basic Education	BSHS USHS	Students need more time for study and increase study materials. Time will be set aside specifically to aide in the review process before the final in order to increase grades.

Unit Name	Course Number	Action
Adult Basic Education	BSHS USHS	The United States History B students met their objective. This indicated that students have enough prior knowledge to adequately complete their assignment.
Adult Basic Education	BSHS WHS	
Adult Basic Education	BSHS WHS	1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide.
Adult Basic Education	BSHS WHS	Often the students know that there grade is not going to be affected by the final if they perform poorly. For example, if a student has 75% and receives a 55% on the final they are still going get to receive a C in the class (even if they get an A on the final they will not get a B in the class).
Adult Basic Education	BSHS WHS	The assignment should be changed to increase the rigor by adding in standards for writing.
Continuing Education Division Office	BS LRN50	
Continuing Education Division Office	BS LRN50	The criteria was met on this SLO. The Learning Lab staff and faculty as well as IT staff will develop a more specific outcome to measure student learning.
Continuing Education Division Office	BS TR01	
Continuing Education Division Office	VOC AGR25	
Continuing Education Division Office	VOC AGR26	
Continuing Education Division Office	VOC AGR27	
Continuing Education Division Office	VOC HTH04	
Continuing Education Division Office	VOC HTH12	
Continuing Education Division Office	VOC HTH13	
Continuing Education Division Office	VOC HTH14	
Continuing Education Division Office	VOC HTH15	
Continuing Education Division Office	VOC HTH18	
Continuing Education Division Office	VOC HTH20	
ESL	CITZ NAT	
ESL	CITZ NAT	Items for this test reflect the INS Naturalization questions that will be asked of applications during their U.S. Citizenship. Results for this initial testing of the SLO indicate that the difficulty of the test was suitable for a class with a wide range of English abilities.
ESL	ESL LANG3	
ESL	ESL LVL1	1.Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2.Continue one more semester to ensure that success rates are consistent (or higher).
ESL	ESL LVL1	The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%).
ESL	ESL LVL2	1.Outcome themes may vary term to term based on student selection. We will have a new survey of students to

Unit Name	Course Number	Action
ESL	ESL LVL2	determine outcome ?themes? for fall 2006. 2.Continue one more semester to ensure that success rates are consistent (or higher).
ESL	ESL LVL2	Level 2 (Beginning-high) students seem to be improving their listening skills over time. Instructors recommend providing students with a variety of listening exercises in class as well as in a computer lab to sustain and continue to improve aural comprehension.
ESL	ESL LVL3	
ESL	ESL LVL3	1.Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2.Continue one more semester to ensure that success rates are consistent (or higher).
ESL	ESL LVL4	Level 4 students are improveing their listening skills. The Level 4 instructors used various websites to help students strengthen their listening skills. The instructors recommend doing more dictation practice in class and raising the passing score due to a high passing rate (99%).
ESL	ESL LVL4	There are still several teachers (37%) who do not supply the student score sheets in the portfolios. The ESL coordinator needs to improve communication in order to get all students? scores. This project appears to be quite easily accomplished by this level of student. The criterion for success is being discussed to evaluate raising the level.
ESL	ESL LVL5	
ESL	ESL LVL5	There are still several teachers (50%) who do not supply the student score sheets in the portfolios. The ESL coordinator needs to improve communication in order to get all students? scores. This project appears to be quite easily accomplished by this level of student. The criterion for success is being discussed to evaluate raising the level.
ESL	ESL LVL6	The Level 6 instructors indicated that integrating the SLO into the final exam helped reduce student anxiety and streamlined the grading process. The instructors recommend providing students with more listening practice in class and in the computer lab.
ESL	ESL LVL6	This project appears to be quite easily accomplished by this level of student. A new outcome is being discussed.
ESL	ESL PLVL1	
ESL	ESL PLVL1	1.Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome ?themes? for fall 2006. 2.Continue one more semester to ensure that success rates are consistent (or higher).
ESL	ESL PLVL1	The instructors used various instructional methods to reach students' learning styles, which contributed to the high pass rate. However, several instructors did not use proper forms or report the necessary scores. The ESL Outcomes Team needs to facilitate better communication on this issue.
ESL	ESL SPKA	
ESL	ESL SPKB	

Unit Name	Course Number	Action
ESL	ESL SPKB	The instructors reported that the students liked the presentation topic. Many students also strengthened their computer skills as they utilized PowerPoint in their presentation. It was also reported that having a time limit on a presentation improved the assessment process. However, several instructors found it difficult to adjust to the new checklist-type rubric. Furthermore, instructors need to adjust their curriculum to focus on an SLO when it is scheduled in order to assess the presentation more efficiently.
ESL	ESL SPKC	
ESL	ESL SPKC	ESL faculty will review SLO for modifications in criteria, rubric, and topics of presentation.
ESL	ESL SPKC	This project is challenging; however, students seem to enjoy participating in it. The VESL Speaking C instructors indicated that working as a team helped all students, including some struggling students, to prepare for their SLO presentation. Furthermore, students' problem solving skills improved as a result of working with a team. It was also suggested that the VESL students present their product ideas to an audience other than their peers, such as during VESL Open House and VESL certificate ceremony events.
ESL	ESL SPKC	This project seems to be easily accomplished by this level of students. It is important for instructors to manage class time well in order to accommodate all presentations and ensure all the students enrolled in the class have presented.
ESL	ESL TOEFL	
ESL	ESL VHLTH	
ESL	ESL VHLTH	The instructor reported that the medical discussion topics were interesting and stimulating for the students. However, the number of students who participate in the final assessment will need to improve. This workshop used new curricular content and scheduling format for the course; as such, a higher participation rate for both SLO and attendance is anticipated in the future.
ESL	ESL WRTA	
ESL	ESL WRTB	
ESL	ESL WRTB	Instructors reported that the assessment format was easier to grade. However, the passing rate did not meet the criterion of 70%. Students need to practice more and improve editing skills, a basic writing process; instructors need to adjust their curriculum to make sure they allocated adequate time on this important objective.
ESL	ESL WRTC	
ESL	ESL WRTC	ESL Writing C instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered more thoroughly in class. Also, there as confusion in regard to scoring using the rubric. The ESL Outcomes Team will clarify this aspect of the rubric.
ESL	ESL WRTC	The instructors indicated that the Works Cited section of the assessment was difficult for this level of students and that it needs to be covered thoroughly in class. Also, there was confusion in regard to scoring method of the rubric. The ESL Outcomes Team needs to clarify this aspect of the rubric.
ESL	ESL WRTC	The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score.
ESL	ESL WRTC	The instructors indicated that utilizing the process writing approach (outline, 1st draft, peer feedback, and revisions) greatly helped the students to receive a passing score. However, in the evening class, 7 out of 27 enrolled students did not participate in this assessment. Of those 7 students, 5 students were regularly attending the class. The number of students who participate in the assessment needs to improve. Next steps will include a survey of the reasons for the non-participation of students in order to improve instructional and support services for the VESL program.
Older Adult Programs	BS ABE07	
Older Adult Programs	DSPS ELL01	Will continue to test again during the spring 2012 semester.
Older Adult Programs	OAD ELL03	Will continue testing again during the 2011 Spring semester.

Unit Name	Course Number	Action
Older Adult Programs	OAD ELL03	Will continue testing again during the spring 2011 semester.
Older Adult Programs	OAD ELL03	Will continue to test again during the spring 2012 semester.
Older Adult Programs	OAD ELL04	Fine tune SLO's and continue testing again in Spring 2010.
Older Adult Programs	OAD ELL04	Re-evaluate and adjust test for short-term and long-term memory. Encourage and emphasize the importance of students completing both rounds of testing. Will test again in Spring 2010.
Older Adult Programs	OAD ELL04	Re-evaluate and adjust testing to ensure students complete both rounds of testing. Will continue testing during Spring 2010 semester.
Older Adult Programs	OAD ELL04	Will continue to test again during the spring 2012 semester.
Older Adult Programs	OAD ELL04	Will review SLO and make adjustments to the SLO and continue to test again during the Spring 2012 semester.
Older Adult Programs	OAD ELL04	Will test again during the Spring 2011 semester.
Older Adult Programs	OAD ELL05	Will continue testing again during the Spring 2011 semester.
Older Adult Programs	OAD ELL05	Will test again during the spring 2011 semester.
Older Adult Programs	OAD FKA04	Will continue testing students again during the spring 2011 semester.
Older Adult Programs	OAD FKA04	Will continue to test again during the Spring 2012 semester.
Older Adult Programs	OAD FKA04	Will continue to test students againg during the Spring 2011 semester.
Older Adult Programs	OAD FKA04	Will revise the tool care assessment to better assess the students in the quilting class, and continue to test again during the Spring 2012 semester.
Older Adult Programs	OAD FNA01	
Older Adult Programs	OAD FNA01	Fine tune SLO process and continue testing again in Spring 2010.
Older Adult Programs	OAD FNA01	We will continue testing again during the spring 2011 semester.
Older Adult Programs	OAD FNA01	Will continue to test again during the Spring 2012.
Older Adult Programs	OAD FNA01	Will continue to test students again during the Spring 2011 semester.
Older Adult Programs	OAD FNA01	Will continue to test the students again during the Spring 2012 semester.
Older Adult Programs	OAD FNA03	Instructor will assess again next semester placing more emphasis on pictoral planning.
Older Adult Programs	OAD FNA03	Run assessment again next semester, with instructor putting more emphasis on brush stoke technique
Older Adult Programs	OAD FNA03	Will continue to test again during the spring 2012 semester.
Older Adult Programs	OAD FNA03	Will continue to test the students again during the spring 2012 semester.
Older Adult Programs	OAD FNA04	Will continue to test again during the Spring 2011 semester.
Older Adult Programs	OAD FNA04	Will continue to test again during the Spring 2012 semester.
Older Adult Programs	OAD FNA04	Will continue to test students again during the Spring 2011 semester.
Older Adult Programs	OAD FNA32	Fine tune SLO process and continue testing students in Spring 2010.
Older Adult Programs	OAD FNA32	Will continue to test again during the spring 2012 semester.
Older Adult Programs	OAD FNA32	Will fine tune SLO process and continue testing in Spring 2010.
Older Adult Programs	OAD MOX01	
Older Adult Programs	OAD MOX01	Demonstrate to students the benefits of their class participation. Fine tune SLO process for this particular course. Increase student participation in both rotations of testing.
Older Adult Programs	OAD MOX01	Fine tune SLO process, encourage students to complete both rounds of testing, and continue testing again in Fall 2009.

Unit Name	Course Number	Action
Older Adult Programs	OAD MOX01	Fine tune SLO process, encourage students to complete both rounds of testing, and will continue testing again in Fall 2009.
Older Adult Programs	OAD MOX01	Increase student participation in all 3 rotations of testing. Demonstrate to students the benefits of their class participation. Fine-tue SLO process for this course.
Older Adult Programs	OAD MOX01	Increase student participation in all three rotations of testing. Demonstrate to students the benefits of their class participation. Fine tune SLO process for this particular course.
Older Adult Programs	OAD MOX01	Increase student participation in both rotations of testing. Demonstrate to student s the benefits of their class participation. Finteune SLO process for this particular course
Older Adult Programs	OAD MOX01	Increase students participation in all two testing rotations. Demonstrate to students the benefits of their class participation. Fine tune SLO process for this course.
Older Adult Programs	OAD MOX01	Will continue to test again during the Fall 2011 semester.
Older Adult Programs	OAD MOX01	Will continue to test all Healthy Aging classes again during the Fall 2011 Semester.
Older Adult Programs	OAD MOX01	Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.
Older Adult Programs	OAD MOX01	Will test again during the Fall 2010 semester and continue to fine tune the SLO's for this course.
Older Adult Programs	OAD MOX01	Will test again during the Fall 2010 semester, and continue to fine tune the SLO's for this course.
Older Adult Programs	OAD MOX02	Re-evaluate test for mobility and make appropriate changes. Will continue testing during Fall 2009 semester.
Older Adult Programs	OAD MOX02	Re-evaluate test for this class and make appropriate changes. Will continue testing during Fall 2009.
Older Adult Programs	OAD MOX02	Will schedule a meeting with faculty during the winter intersession to discuss and fine tune the SLO process.
Older Adult Programs	OAD MOX02	Will test again during the fall 2010 semester and continue to fine tune the SLO process for this course.
Older Adult Programs	OAD MOX02	Will test again during the fall 2010 semester, and continue to fine tune the SLO process for this course.
Older Adult Programs	OAD MOX04	
Older Adult Programs	OAD MOX04	Fine tune slo process, encourage students to complete both rounds of testing, and continue testing again in fall 2009.
Older Adult Programs	OAD MOX04	Fine tune the slo proccess, encourage students to complete both rounds of testing, and continue to test again in fall 2009.
Older Adult Programs	OAD MOX04	Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.
Older Adult Programs	OAD MOX04	Will test again during the Fall '09 semester. Demonstrate importance of lower back and hamstring flexibility for the health and well being of the students participating.
Older Adult Programs	OAD MOX04	Will test again during the Fall 2010 semester and will demonstrate the importance of shoulder flexibility for the students health and well being.
Older Adult Programs	OAD MOX06	
Older Adult Programs	OAD MOX06	Demonstrate to students benefits of their class participation. Increase student participation in both testing sessions. Fine tune SLO process for this course.
Older Adult Programs	OAD MOX06	Demonstrate to students the benefits of their class participation Encourage student participation in testing at all 3 points in the semester. Improve SLO process for this course.
Older Adult Programs	OAD MOX06	Encourage student participation in testing at both points in the semester. Improve SLO process for this particular course.

Unit Name	Course Number	Action
Older Adult Programs	OAD MOX06	
Older Adult Programs	OAD MOX06	Encourage student participation in testsing at both points in the semester. Improve SLO process fro this particular course. The outcome was met
Older Adult Programs	OAD MOX06	Increase student participation in both rotations of testing Demonstrate to students the benefits of their class participation. Fine tune SLO process for this particular course The outcome was met
Older Adult Programs	OAD MOX06	Instructor will assess again next semester placing more emphasis on increasing students individual levels of endurance.
Older Adult Programs	OAD MOX06	Test again in Fall 2010. Demonstrate the importance of core body strength in the health and well being of the students participating in the course.
Older Adult Programs	OAD MOX06	Will continue to test again during the Fall 2011 semester.
Older Adult Programs	OAD MOX06	Will continue to test students again during the Fall 2011 semester.
Older Adult Programs	OAD MOX06	Will schedule a meeting with faculty during the Winter inersession to discuss and fine tune the SLO process.
Older Adult Programs	OAD MOX06	Will schedule a meeting with faculty during the winter intersession to discuss and fine tune the SLO process.
Older Adult Programs	OAD MOX06	Will test again during Fall 2010 semester.
Older Adult Programs	OAD MOX11	Fine tune SLO process, encourage students to complete both rounds of testing, and continue testing in Fall 2009.
Older Adult Programs	OAD MOX11	Fine tune the SLO process, encourage students to complete both rounds of testing and continue testing again in Fall 2009.
Older Adult Programs	OAD MOX11	Will continue to test the Fall prevention students again during the Fall 2011 semester.
Older Adult Programs	OAD MOX11	Will continue to test the students again during the Fall 2011 semester.
Older Adult Programs	OAD MOX11	Will schedule a meeting with faculty during the winter intersession to discuss and fine tune the SLO process.
Older Adult Programs	OAD MOX11	Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.
Older Adult Programs	OAD MOX11	Will test again during the Fall 2010 semester.
Older Adult Programs	VOC AGR-G	Will continue testing again during the spring 2010 semester.
Older Adult Programs	VOC AGR-G	Will continue testing again during the spring 2011 semester.
Older Adult Programs	VOC AGR-G	Will continue to test again during the Spring 2012 semester.
Older Adult Programs	VOC CPBC1	Will continue to test students again during the Fall 2011 semester.
Older Adult Programs	VOC CPBC1	Will schedule a faculty meeting during the winter intersession to discuss and fine tune the SLO process.
Older Adult Programs	VOC CPBC1	Will schedule a faculty meeting during the winter intersession to discuss and improve on the SLP process.
Older Adult Programs	VOC CPBC1	Will test again during the Fall 2010 semester. Demonstrate a variety of techniques to help students better manage files/folders.

Unit Name	Course Number	Action
Older Adult Programs	VOC CPBC1	Will test again during the Fall 2010 semester. Will continue to fine tune the SLO process for this course.
Older Adult Programs	VOC CPBC2	Will continue to test students again during the Fall 2011 semester.
Older Adult Programs	VOC CPBC2	Will schedule a faculty meeting durng the winter intersession to discuss and improve the SLO process.
Older Adult Programs	VOC CPBC2	Will schedule a meeting with faculty during the winter intersession to discuss and improve the SLO process.
Older Adult Programs	VOC CPBC2	Will test again in Fall 2010, and continue to fine tune the SLO process for this course.
Older Adult Programs	VOC CPBC2	Will test again in the fall 2010 semester. Will continue to fine tune the SLO process for this course.
Older Adult Programs	VOC CPBC3	Will continue to test students again during the Fall 2011 semester.
Older Adult Programs	VOC CPBC3	Will continue to test the students again during the Fall 2011 semester.
Older Adult Programs	VOC CPBC3	Will schedule a meeting during the winter intersession with computer faculty to discuss and improve the SLO process.
Older Adult Programs	VOC CPBC3	Will schedule a meeting with computer faculty during the winter intersession to discuss how we can improve the SLO process for this course.
Older Adult Programs	VOC CPBC3	Will test again during the Fall '09 semester. Continue to fine tune the SLO process for this course.
Older Adult Programs	VOC CPBC3	Will test again during the Fall 2010 semester. Continue to fine tune the SLO process for this course.
Older Adult Programs	VOC CPCC	Instructor will put more emphasis in use of graphics and will test again in Fall 2009.
Older Adult Programs	VOC CPCC	Instructor will work on techniques to improve the students ability to use graphic art.
Older Adult Programs	VOC CPCC	Will continue to test students again during the Fall 2011 semester.
Older Adult Programs	VOC CPCC	Will schedule a meeting with computer faculty during the winter intersession to discuss and improve the SLO process.
Older Adult Programs	VOC CPCC	Will schudule a meeting during the winter intersession with computer faculty to discuss and improve the SLO process.
Older Adult Programs	VOC CPCC	Will test again during the fall 2010 semester, and emphasize use of graphics associated with creative computing.
Older Adult Programs	VOC CPCC	Will test again during the Fall 2010 semester, and will emphasize the importance of software applications as needed for creative computing.
Older Adult Programs	VOC CPCC	Will test again in Fall 2009.
Older Adult Programs	VOC CPDI	Will continue to test again during the Fall 2010 semester.
Older Adult Programs	VOC CPDI	Will continue to test students again during the Fall 2011 semester.
Older Adult Programs	VOC CPDI	Will continue to test students during the Fall 2011 semester.
Older Adult Programs	VOC CPDI	Will schedule a meeting during the winter intersession with all computer faculty to discuss and improve the SLO process.
Older Adult Programs	VOC CPDI	Will test again during the Fall 2010 semester.
Older Adult Programs	VOC CPNET	Will continue to test students again during the Fall 2011 semester.
Older Adult Programs	VOC CPNET	Will schedule a meeting during the winter intersession with computer faculty to discuss and improve SLO process.
Older Adult Programs	VOC CPNET	Will schedule a meeting during the winter intersession with computer faculty to discuss and improve the SLO process.
Older Adult Programs	VOC CPNET	Will test again during the Fall 2010 semester and continue to fine tune the SLO process for this course.
Older Adult Programs	VOC ESD02	Will continue testing again during the 2011 Spring semester.
Older Adult Programs	VOC ESD02	Will continue to test again during the Spring 2012 semester.
Older Adult Programs	VOC ESD02	Will test again during the 2011 spring semester.
Older Adult Programs	VOC ESD02	Will test again in Spring 2010.
Older Adult Programs	VOC ESD03	Will add Advanced category to the rubric and will test again in Spring 2010.
Older Adult Programs	VOC ESD03	Will add an Advanced category to the rubric and test again in Spring 2010.

Unit Name	Course Number	Action
Older Adult Programs	VOC ESD03	Will continue to test again during the spring 2012 semester.
Older Adult Programs	VOC ESD03	Will continue to test again during the spring 2012 semester. Instructor will focus on teaching the students proper page layout techniques.
Older Adult Programs	VOC ESD03	Will continue to test students again during the Spring 2011 semester.
Older Adult Programs	VOC ESD03	Will test again during the Fall 2010 semester. Will add an Advanced category to the SLO, for the Fall 2010 semester, to better distinguish the students proper page layout techniques.
Older Adult Programs	VOC ESD03	Will test again during the Fall 2010 semester. Will add an Advanced catergory to the SLO for the fall semester, to better distinguish the students levels of proper lettering techniques.
Older Adult Programs	VOC ESD07	Will continue to test students again during the Spring 2011 semester.
Older Adult Programs	VOC ESD07	Will test students again during the Spring 2011 semester. Instructor will emphasize importance of appropriate yarn selection for garments.
Older Adult Programs	VOC ESD08	Will continue to test again during the Spring 2012 semester.
Older Adult Programs	VOC ESD08	Will continue to test againg during the spring 2012 semester.
Older Adult Programs	VOC ESD08	Will test again during the Spring 2011 semester.
Older Adult Programs	VOC ESD08	Will test again in Spring 2010.
Older Adult Programs	VOC ESD09	Will continue to test again during the spring 2012 semester.
Older Adult Programs	VOC ESD09	Will continue to test students again during the Spring 2011 semester.
Older Adult Programs	VOC ESD10	
Older Adult Programs	VOC ESD10	Fine tune SLO's and continue testing in Spring 2010
Older Adult Programs	VOC ESD10	Will continue to test again during the spring 2012 semester.
Older Adult Programs	VOC ESD10	Will test again during Spring 2011 semester.
Older Adult Programs	VOC ESD10	Will test again during the Spring 2011 semester.
Older Adult Programs	VOC ESD11	Will continue to test again during the spring 2012 semester.
Older Adult Programs	VOC ESD11	Will test again during Spring semester 2011.
Older Adult Programs	VOC ESD11	Will test again during the Spring 2011 semester.
Older Adult Programs	VOC ESD11	Will test again in Spring 2010.
Older Adult Programs	VOC ESD15	Will continue testing again in Spring 2010.
Older Adult Programs	VOC ESD15	Will continue testing students again during the Spring 2011 semester.
Older Adult Programs	VOC ESD15	Will continue to test students again during the Spring 2012 semester. Instructor will focus on proper equipment maintenance and give example of what happens when equipment isn't properly maintained.
Older Adult Programs	VOC ESD15	Will continue to test the students again during the Spring 2012 semester. The instructor will focus more on Jewelry design and give individual help to students that are emerging.
Older Adult Programs	VOC ESD15	Will test again in Spring 2010.