Assessment Cycle Details
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Course Assessment Workspace
Fall 2015- Spring 2018 Cycle; Assessment Plan and Assessment Findings
Course Assessment Plan Template
Friday, February 23, 2018

Outcome Set	Outcome
ACCT 102 Basic Accounting Outcome Set	SLO #1
ACCT 116A Financial Accounting Outcome Set	SLO #1
ACCT 116A Financial Accounting Outcome Set	SLO #2
ACCT 116B Managerial Accounting Outcome Set	SLO #1
ACCT 116B Managerial Accounting Outcome Set	SLO #2
ACCT 120 Federal Income Tax Outcome Set	SLO#1 Federal Individual Income Tax
ACCT 120 Federal Income Tax Outcome Set	SLO#2 Federal Individual Income Tax
ACCT 121 California Income Tax Outcome Set	SLO#1 California Individual Taxes
ACCT 121 California Income Tax Outcome Set	SLO#2 California Individual Income Taxes
ACCT 150 Computer Accounting Applications Outcome Set	SLO#1 Computer Accounting Applications

ACCT 150 Computer Accounting Applications Outcome Set	SLO #2 Computer Accounting Applications
ACCT 201A Intermediate Accounting I Outcome Set	SLO #1 Intermediate Financial Accounting
ACCT 201A Intermediate Accounting I Outcome Set	SLO #2 Intermediate Financial Accounting
ACCT 201A Intermediate Accounting I Outcome Set	SLO #3 Intermediate Financial Accounting
ADJU 101 Introduction to Administration of Justice Course Outcomes	Course Outcome 1
ADJU 101 Introduction to Administration of Justice Course Outcomes	Course Outcome 2
ADJU 101 Introduction to Administration of Justice Course Outcomes	Outcome 3
ADJU 102 Criminal Law I Outcome Set	Course Outcome 1
ADJU 102 Criminal Law I Outcome Set	Course Outcome 2
ADJU 102 Criminal Law I Outcome Set	Course Outcome 3
ADJU 106 Diversity and Community Relations Outcome Set	Course Outcome 1
ADJU 106 Diversity and Community Relations Outcome Set	Course Outcome 2
ADJU 106 Diversity and Community Relations Outcome Set	Course Outcome 3
ADJU 160 Criminal Law II Outcome Set	Course Outcome 1
ADJU 160 Criminal Law II Outcome Set	Course Outcome 2
ADJU 160 Criminal Law II Outcome Set	Course Outcome 3

ADJU 161 Juvenile Procedures Outcome Set	Course Outcome 1
ADJU 161 Juvenile Procedures Outcome Set	Course Outcome 2
ADJU 161 Juvenile Procedures Outcome Set	Course Outcome 3
ADJU 162 Criminal Investigation Outcome Set	Course Outcome 1
ADJU 162 Criminal Investigation Outcome Set	Course Outcome 2
ADJU 162 Criminal Investigation Outcome Set	Course Outcome 3
ADJU 167 Report Writing Outcome Set	Course Outcome 1
ADJU 167 Report Writing Outcome Set	Course Outcome 2
ADJU 167 Report Writing Outcome Set	Course Outcome 3
ADJU 180 Drug Abuse and Law Enforcement Outcome Set	Course Outcome 1
ADJU 180 Drug Abuse and Law Enforcement Outcome Set	Course Outcome 2
ADJU 180 Drug Abuse and Law Enforcement Outcome Set	Course Outcome 3
ADJU 182 Street Gangs and Law Enforcement Outcome Set	Course Outcome 1
ADJU 182 Street Gangs and Law Enforcement Outcome Set	Course Outcome 2
ADJU 182 Street Gangs and Law Enforcement Outcome Set	Course Outcome 3

ADJU 201 California Criminal Procedure Outcome Set	Course Outcome 1
ADJU 201 California Criminal Procedure Outcome Set	Course Outcome 2
ADJU 201 California Criminal Procedure Outcome Set	Course Outcome 3
ADJU 210 Rules of Evidence Outcome Set	Course Outcome 1
ADJU 210 Rules of Evidence Outcome Set	Course Outcome 2
ADJU 210 Rules of Evidence Outcome Set	Course Outcome 3
ADJU 220 Law Enforcement Forensics Outcome Set	Cource Outcome 1
ADJU 220 Law Enforcement Forensics Outcome Set	Course Outcome 2
ADJU 220 Law Enforcement Forensics Outcome Set	Course Outcome 3
ADJU 230 Constitutional Law I Outcome Set	Course Outcome 1
ADJU 230 Constitutional Law I Outcome Set	Course Outcome 2
ADJU 230 Constitutional Law I Outcome Set	Course Outcome 3
ADJU 265A Corrections Officer Conversion Course Outcome Set	Not an Active Course
ADJU 300 First Aid Outcome Set	Course Outcome 1
ADJU 300 First Aid Outcome Set	Course Outcome 2
ADJU 304A Intermediate Traffic Accident Investigation Outcome Set	Outcome 1

ADJU 305A Advanced Traffic Accident Investigation Outcome Set	Course Outcome 1
ADJU 305A Advanced Traffic Accident Investigation Outcome Set	Course Outcome 2
ADJU 307A Traffic Enforcement Radar Certification Outcome Set	Course Outcome 1
ADJU 307A Traffic Enforcement Radar Certification Outcome Set	Course Outcome 2
ADJU 322A Basic Traffic Accident Investigation Outcome Set	Course Outcome 1
ADJU 322A Basic Traffic Accident Investigation Outcome Set	Course Outcome 2
ADJU 332A P.O.S.T. Certified Driving Under the Influence Course Outcome Set	SLO 1
ADJU 332A P.O.S.T. Certified Driving Under the Influence Course Outcome Set	SLO 2
ADJU 334 Law Enforcement Emergency Vehicle Operation Outcome Set	SLO 3
ADJU 343A Peace Officer's Guide to Internal Affairs Outcome Set	SLO 3
ADJU 344 Strategies for Advanced Officers Outcome Set	SLO 3

ADJU 346 Juvenile Counselor Basic Core Course Outcome Set	SLO 3
ADJU 348A Essentials of Investigation Outcome Set	SLO 1
ADJU 348A Essentials of Investigation Outcome Set	SLO 2
ADJU 359 Field Training Officer Update Outcome Set	SLO 1
ADJU 359 Field Training Officer Update Outcome Set	SLO 2
ADJU 361D Defensive Tactics Building Searches Outcome Set	No data is available
ADJU 361L Less-Lethal Munitions Training (LLMT) Outcome Set	SLO 1
ADJU 361M Less Lethal/ Taser Training Outcome Set	SLO 1
ADJU 361R Regional Officer Training Outcome Set	SLO 1
ADJU 361R Regional Officer Training Outcome Set	SLO 2
ADJU 361S Continuing Professional Training for Sheriff Deputies Outcome Set	SLO 1
ADJU 361S Continuing Professional Training for Sheriff Deputies Outcome Set	SLO 2
ADJU 361T Block 20: Force Options / Internal Affairs for Correctional Deputies Outcome Set	No data is available
ADJU 366 Radar-Laser Operator (LIDAR) Outcome Set	SLO 1

ADJU 366 Radar-Laser Operator (LIDAR) Outcome Set	SLO 2
ADJU 367 Traffic Collision Computer Aided Diagramming Outcome Set	No data is available
ADJU 369 Drug Influence: 11550 Outcome Set	SLO 1
ADJU 369 Drug Influence: 11550 Outcome Set	SLO 2
ADJU 378 Defensive Tactics Instructor Outcome Set	No data is available
ADJU 379 Academy Instructor Certification Course (AICC) Outcome Set	SLO 1
ADJU 381 P.O.S.T. Certified Regional Academy Module 1 Outcome Set	SLO 1
ADJU 381 P.O.S.T. Certified Regional Academy Module 1 Outcome Set	SLO 2
ADJU 382 P.O.S.T. Certified Regional Academy Module 2 Outcome Set	SLO 1
ADJU 382 P.O.S.T. Certified Regional Academy Module 2 Outcome Set	SLO 2
ADJU 383 P.O.S.T. Certified Regional Academy Module 3 Outcome Set	SLO 1
ADJU 383 P.O.S.T. Certified Regional Academy Module 3 Outcome Set	SLO 2
ADJU 384 P.O.S.T. Certified Regional Academy Module 4 Outcome Set	SLO 1

ADJU 384 P.O.S.T. Certified Regional Academy Module 4 Outcome Set	SLO 2
ADJU 85 Public Safety Program Outcome Set	SLO 1
ADJU 85 Public Safety Program Outcome Set	SLO 2
ANTH 102 Introduction to Physical Anthropology Outcome Set	Scientific Method
ANTH 102 Introduction to Physical Anthropology Outcome Set	Human Evolution
ANTH 102 Introduction to Physical Anthropology Outcome Set	Modern Human Adaptation
ANTH 103 Introduction to Cultural Anthropology Outcome Set	Anthropological Perspective
ANTH 103 Introduction to Cultural Anthropology Outcome Set	Cultural Adaptations
ANTH 103 Introduction to Cultural Anthropology Outcome Set	Applying Anthropology
ANTH 104 Laboratory in Physical Anthropology Outcome Set	Problem Solving
ANTH 104 Laboratory in Physical Anthropology Outcome Set	Primate Behavior
ANTH 107 Introduction to Archaeology Outcome Set	Archaeology Knowledge

ANTH 107 Introduction to Archaeology Outcome Set	Archaeological Skills
ANTH 107 Introduction to Archaeology Outcome Set	Ancient Societies
ANTH 107 Introduction to Archaeology Outcome Set	Critical Thinking
ARTF 100 Art Orientation	SLO #1
ARTF 100 Art Orientation	SLO 2
ARTF 100 Art Orientation	SLO 3
ARTF 107 Contemporary Art Outcome Set	SLO #1
ARTF 107 Contemporary Art Outcome Set	SLO #2
ARTF 109 History of Modern Art Outcome Set	SLO #1
ARTF 109 History of Modern Art Outcome Set	SLO #2

ARTF 110 Art History: Prehistoric to Gothic Outcome Set	SLO #1
ARTF 110 Art History: Prehistoric to Gothic Outcome Set	SLO #2
ARTF 111 Art History: Renaissance to Modern Outcome Set	SLO #1
ARTF 111 Art History: Renaissance to Modern Outcome Set	SLO #2
ARTF 113 Arts of Africa, Oceania, and the Americas. Outcome Set	SL0 #1
ARTF 113 Arts of Africa, Oceania, and the Americas. Outcome Set	SLO #2
ARTF 113 Arts of Africa, Oceania, and the Americas. Outcome Set	SLO #3
ARTF 125 Art History: Arts of the Asian Continent Outcome Set	SLO #1
ARTF 125 Art History: Arts of the Asian Continent Outcome Set	SLO #2
ARTF 125 Art History: Arts of the Asian Continent Outcome Set	SLO #3
ARTF 150A Two-Dimensional Design Outcome Set	SLO #1
ARTF 150A Two-Dimensional Design Outcome Set	SLO #2
ARTF 150B Beginning Graphic Design Outcome Set	SLO #1

ARTF 150B Beginning Graphic Design Outcome Set	SLO #2
ARTF 151 Three-Dimensional Design Outcome Set	SLO #1
ARTF 151 Three-Dimensional Design Outcome Set	SLO #2
ARTF 155A Freehand Drawing I Outcome Set	SLO #1
ARTF 155A Freehand Drawing I Outcome Set	SLO #2
ARTF 155B Freehand Drawing II Outcome Set	SLO #1

ARTF 155B Freehand Drawing II Outcome Set	SLO #2
ARTF 165A Composition in Painting I Outcome Set	SLO #1
ARTF 165A Composition in Painting I Outcome Set	SLO #2
ARTF 165B Composition in Painting II Outcome Set	SLO #1

ARTF 165B Composition in Painting II Outcome Set	SLO #2
ARTF 165C Composition in Painting III Outcome Set	SLO #1
ARTF 165C Composition in Painting III Outcome Set	SLO #2
ARTF 165D Composition in Painting IV Outcome Set	SLO #1

ARTF 165D Composition in Painting IV Outcome Set	SLO #2
ARTF 170A Contemporary Crafts I Outcome Set	SLO #1
ARTF 170A Contemporary Crafts I Outcome Set	SLO #2
ARTF 170B Contemporary Crafts II Outcome Set	SLO #1
ARTF 170C Contemporary Crafts III Outcome Set	SLO #1
ARTF 195A Ceramics I Outcome Set	SLO #1
ARTF 195B Ceramics II Outcome Set	SLO #1
ARTF 195C Ceramics III Outcome Set	SLO #1
ARTF 198A Introduction to Printmaking I Outcome Set	SLO #1
ARTF 198B Introduction to Printmaking II Outcome Set	SLO #1
ARTF 198C Introduction to Printmaking III Outcome Set	SLO#1

ARTF 210A Life Drawing I Outcome Set	SLO #1
ARTF 210A Life Drawing I Outcome Set	SLO #2
ARTF 210B Life Drawing II Outcome Set	SLO #1
ARTF 210B Life Drawing II Outcome Set	SLO #2
ARTF 220A Life Sculpture I Outcome Set	SLO 1

ARTF 220B Life Sculpture II Outcome Set	SLO #1
ARTF 220C Life Sculpture III Outcome Set	SLO#1
ARTF 270 Work Experience Outcome Set	SLO 1
ARTF 280A 2-Dimensional Art Studio Lab Outcome Set	SLO #1
ARTF 280C Ceramics Studio Lab Outcome Set	SLO #1
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
ARTG 106 Typography Outcome Set	SLO #1
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	

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ARTG 270 Work Experience Outcome Set	SLO 1
ASTR 101 Descriptive Astronomy Learning Outcome Set	Outcome 1 Seasons and Apparent Sky Motions
ASTR 111 Astronomy Laboratory Learning Outcome Set	Astronomy 111 Lab
AUTO 051T Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician Outcome Set	SLO # 1
AUTO 051T Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician Outcome Set	SLO # 2
AUTO 051T Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician Outcome Set	SLO # 3

AUTO 056T Honda/Toyota Engine and Related Systems Outcome Set	SLO #1
AUTO 056T Honda/Toyota Engine and Related Systems Outcome Set	SLO# 2
AUTO 061T Honda/Toyota Basic Electricity and Electrical Systems Fundamentals Outcome Set	SLO #1
AUTO 061T Honda/Toyota Basic Electricity and Electrical Systems Fundamentals Outcome Set	SLO #2
AUTO 061T Honda/Toyota Basic Electricity and Electrical Systems Fundamentals Outcome Set	SLO #3
AUTO 062T Honda/Toyota Advanced Electrical Outcome Set	SLO #1
AUTO 062T Honda/Toyota Advanced Electrical Outcome Set	SLO #2
AUTO 062T Honda/Toyota Advanced Electrical Outcome Set	SLO #3
AUTO 062T Honda/Toyota Advanced Electrical Outcome Set	SLO #4
AUTO 065T Honda/Toyota Engine Performance Outcome Set	SLO #1
AUTO 065T Honda/Toyota Engine Performance Outcome Set	SLO #2
AUTO 065T Honda/Toyota Engine Performance Outcome Set	SLO #3
AUTO 067T Honda/Toyota Advanced Engine Performance Outcome Set	SLO #1
AUTO 067T Honda/Toyota Advanced Engine Performance Outcome Set	SLO #2
AUTO 067T Honda/Toyota Advanced Engine Performance Outcome Set	SLO #3
AUTO 067T Honda/Toyota Advanced Engine Performance Outcome Set	SLO #4

AUTO 069T Honda/Toyota Climate Control Systems Outcome Set	SLO #1
AUTO 069T Honda/Toyota Climate Control Systems Outcome Set	SLO #2
AUTO 069T Honda/Toyota Climate Control Systems Outcome Set	SLO #3
AUTO 072T Honda/Toyota Manual Drive Train and Axles Outcome Set	SLO #1
AUTO 072T Honda/Toyota Manual Drive Train and Axles Outcome Set	SLO #2
AUTO 072T Honda/Toyota Manual Drive Train and Axles Outcome Set	SLO #3
AUTO 074T Honda/Toyota Automatic Transmissions/Axles Outcome Set	SLO #1
AUTO 074T Honda/Toyota Automatic Transmissions/Axles Outcome Set	SLO #2
AUTO 074T Honda/Toyota Automatic Transmissions/Axles Outcome Set	SLO #3
AUTO 076T Honda/Toyota Automotive Brake Systems Outcome Set	SLO #1
AUTO 076T Honda/Toyota Automotive Brake Systems Outcome Set	SLO #2
AUTO 076T Honda/Toyota Automotive Brake Systems Outcome Set	SLO #3
AUTO 076T Honda/Toyota Automotive Brake Systems Outcome Set	SLO #4
AUTO 076T Honda/Toyota Automotive Brake Systems Outcome Set	SLO #5
AUTO 078T Honda/Toyota Suspension, Steering and Handling Outcome Set	SLO #1
AUTO 078T Honda/Toyota Suspension, Steering and Handling Outcome Set	SLO #2
AUTO 078T Honda/Toyota Suspension, Steering and Handling Outcome Set	SLO #3
AUTO 078T Honda/Toyota Suspension, Steering and Handling Outcome Set	SLO #4

AUTO 270 Work Experience Outcome Set	SLO 1
AUTO 53 Introduction to Automotive Technology Outcome Set	Identify the major automotive systems.
AUTO 53 Introduction to Automotive Technology Outcome Set	Identify the location of major automotive components.
AUTO 53 Introduction to Automotive Technology Outcome Set	Identify the function of the major automotive components whithin the major automotive systems.
AUTO 56 Engine and Related Systems Outcome Set	SLO #1
AUTO 56 Engine and Related Systems Outcome Set	SLO #2
AUTO 56 Engine and Related Systems Outcome Set	SLO #3
AUTO 61 Basic Electricity and Electrical Systems Fundamentals Outcome Set	SLO #1
AUTO 61 Basic Electricity and Electrical Systems Fundamentals Outcome Set	SLO #2
AUTO 61 Basic Electricity and Electrical Systems Fundamentals Outcome Set	SLO #3
Auto 062 Advanced Electrical	SLO #1
Auto 062 Advanced Electrical	SLO #2
Auto 062 Advanced Electrical	SLO #3
AUTO 65 Engine Performance Outcome Set	SLO #1
AUTO 65 Engine Performance Outcome Set	SLO #2
AUTO 65 Engine Performance Outcome Set	SLO #3

AUTO 65 Engine Performance Outcome Set	SLO #4
AUTO 67 Advanced Engine Performance Outcome Set	C710 Diagnose engine mechanical, electrical, electronic, fuel, and ignition concerns; determine necessary action.
AUTO 67 Advanced Engine Performance Outcome Set	C660 Diagnose the causes of emissions or driveability concerns with stored or active diagnostic trouble codes; interpret scan tool data.
AUTO 67 Advanced Engine Performance Outcome Set	C668 Interpret DTC's and scan tool data related to the emissions control systems; determine necessary action.
AUTO 69 Climate Control Systems Outcome Set	SLO #1
AUTO 69 Climate Control Systems Outcome Set	SLO #2
AUTO 69 Climate Control Systems Outcome Set	SLO #3
AUTO 72 Manual Drive Train and Axles Outcome Set	SLO #1
AUTO 72 Manual Drive Train and Axles Outcome Set	SLO #2
AUTO 72 Manual Drive Train and Axles Outcome Set	SLO #3
AUTO 72 Manual Drive Train and Axles Outcome Set	SLO #4
AUTO 74 Automatic Transmissions/Axles Outcome Set	SLO #1
AUTO 74 Automatic Transmissions/Axles Outcome Set	SLO #2

AUTO 74 Automatic Transmissions/Axles Outcome Set	SLO #3
AUTO 76 Automotive Brake Systems Outcome Set	SLO #1
AUTO 76 Automotive Brake Systems Outcome Set	SLO #2
AUTO 76 Automotive Brake Systems Outcome Set	SLO #3
AUTO 76 Automotive Brake Systems Outcome Set	SLO #4
AUTO 78 Suspension, Steering and Handling Outcome Set	SLO #1
AUTO 78 Suspension, Steering and Handling Outcome Set	SLO #2
AUTO 78 Suspension, Steering and Handling Outcome Set	SLO #3
AUTO 78 Suspension, Steering and Handling Outcome Set	SLO #4
AUTO 86 BAR Specified Diagnostic, Repair, and Level 2 Inspection Training Outcome Set	SLO #1
AUTO 86 BAR Specified Diagnostic, Repair, and Level 2 Inspection Training Outcome Set	SLO #2
AUTO 86 BAR Specified Diagnostic, Repair, and Level 2 Inspection Training Outcome Set	SLO #3
AUTO 86 BAR Specified Diagnostic, Repair, and Level 2 Inspection Training Outcome Set	SLO #4

AVIA 101 Private Pilot Ground School Outcome Set	AVIA 101 SLO 1

AVIA 101 Private Pilot Ground School Outcome Set	AVIA 101 SLO 2

AVIA 101L Private Pilot Flight Lab Outcome Set	AVIA 101L SLO 1

AVIA 101L Private Pilot Flight Lab Outcome Set	AVIA 101L SLO 2

AVIA 105 Introduction to Aviation and Aerospace Outcome Set	AVIA 105 SLO 1

AVIA 105 Introduction to Aviation and Aerospace Outcome Set	AVIA 105 SLO 2

AVIA 105 Introduction to Aviation and Aerospace Outcome Set	AVIA 105 SLO 3
AVIA 115 Aviation Weather Outcome Set	AVIA 115 SLO 1
AVIA 115 Aviation Weather Outcome Set	AVIA 115 SLO 2
AVIA 115 Aviation Weather Outcome Set	AVIA 115 SLO 3

AVIA 125 Aviation and Airport Management Outcome Set	AVIA 125 SLO 1

AVIA 125 Aviation and Airport Management Outcome Set	AVIA 125 SLO 2
AVIA 128 Group Dynamics for High Risk Teams Outcome Set	AVIA 128 SLO 1

AVIA 128 Group Dynamics for High Risk Teams Outcome Set	AVIA 128 SLO 2
AVIA 133 Human Factors in Aviation Outcome Set	AVIA 133 SLO 1

AVIA 133 Human Factors in Aviation Outcome Set	AVIA 133 SLO 2
AVIA 133 Human Factors in Aviation Outcome Set	AVIA 133 SLO 3

AVIA 133 Human Factors in Aviation Outcome Set	AVIA 133 SLO 4
AVIA 151 Helicopter Pilot Ground School Outcome Set	AVIA 151 SLO 1
AVIA 151 Helicopter Pilot Ground School Outcome Set	AVIA 151 SLO 2

AVIA 151 Helicopter Pilot Ground School Outcome Set	AVIA 151 SLO 3
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
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AVIA 195 Instrument Ground School Outcome Set	AVIA 195 SLO 1

AVIA 195 Instrument Ground School Outcome Set	AVIA 195 SLO 2

AVIA 195 Instrument Ground School Outcome Set	AVIA 195 SLO 3

AVIA 195L Basic Instrument Flight Lab Outcome Set	AVIA 195L SLO 1

AVIA 195L Basic Instrument Flight Lab Outcome Set	AVIA 195L SLO 2

AVIA 195L Basic Instrument Flight Lab Outcome Set	AVIA 195L SLO 3

AVIA 195L Basic Instrument Flight Lab Outcome Set	AVIA 195L SLO 4 Assessment

AVIA 196L Advanced Instrument Flight Lab Outcome Set	AVIA 196L SLO 1

AVIA 196L Advanced Instrument Flight Lab Outcome Set	AVIA 196L SLO 2

AVIA 196L Advanced Instrument Flight Lab Outcome Set	AVIA 196L SLO 3
AVIA 201 Commercial Pilot Ground School Outcome Set	AVIA 201 SLO 1

AVIA 201 Commercial Pilot Ground School Outcome Set	AVIA 201 SLO 2
AVIA 201 Commercial Pilot Ground School Outcome Set	AVIA 201 SLO 3

AVIA 211 Flight Instructor Ground School Outcome Set	AVIA 211 SLO 1
AVIA 211 Flight Instructor Ground School Outcome Set	AVIA 211 SLO 2
AVIA 211L Basic Visual Flight Instructor Lab Outcome Set	AVIA 211L SLO 1

AVIA 211L Basic Visual Flight Instructor Lab Outcome Set	AVIA 211L SLO 2
AVIA 215L Basic Instrument Flight Instructor Lab Outcome Set	AVIA 215L SLO 1

AVIA 215L Basic Instrument Flight Instructor Lab Outcome Set	AVIA 215L SLO 2
AVIA 215L Basic Instrument Flight Instructor Lab Outcome Set	AVIA 215L SLO 3

AVIA 216L Advanced Instrument Flight Instructor Lab Outcome Set	AVIA 216L SLO 1
AVIA 216L Advanced Instrument Flight Instructor Lab Outcome Set	AVIA 216L SLO 2

AVIA 216L Advanced Instrument Flight Instructor Lab Outcome Set	AVIA 216L SLO 3
AVIA 228 Group Dynamics II Outcome Set	AVIA 228 SLO 1
AVIA 270 Work Experience Outcome Set	SLO 1

AVIA 277D Aviation Service Learning -- on Campus Outcome Set	SLO 1
AVIM 101G General Aviation Technology Theory I Outcome Set	AVIM 101G SLO 1
AVIM 101G General Aviation Technology Theory I Outcome Set	AVIM 101G SLO 2

AVIM 101H General Aviation Technology Theory II Outcome Set	AVIM 101H SLO 1
AVIM 101H General Aviation Technology Theory II Outcome Set	AVIM 101H SLO 2

AVIM 102G General Aviation Maintenance Technology Practices I Outcome Set	AVIM 102G SLO 1
AVIM 102G General Aviation Maintenance Technology Practices I Outcome Set	AVIM 102G SLO 2

AVIM 102G General Aviation Maintenance Technology Practices I Outcome Set	AVIM 102G SLO 3
AVIM 102H General Aviation Maintenance Technology Practices II Outcome Set	AVIM 102H SLO 1

AVIM 102H General Aviation Maintenance Technology Practices II Outcome Set	AVIM 102H SLO 2
AVIM 102H General Aviation Maintenance Technology Practices II Outcome Set	AVIM 102H SLO 3

AVIM 103A Aircraft Wood, Fabric, Finishing and Composite Structures Outcome Set	AVIM 103A SLO 1
AVIM 103A Aircraft Wood, Fabric, Finishing and Composite Structures Outcome Set	AVIM 103A SLO 2
AVIM 103B Aircraft Welding and Sheetmetal Structures Outcome Set	AVIM 103B SLO 1

AVIM 103B Aircraft Welding and Sheetmetal Structures Outcome Set	AVIM 103B SLO 2
AVIM 103C Aircraft Hydraulic Systems Outcome Set	AVIM 103C SLO 1
AVIM 103C Aircraft Hydraulic Systems Outcome Set	AVIM 103C SLO 2

AVIM 103D Aircraft Landing Gear Systems Outcome Set	AVIM 103D SLO 1
AVIM 103D Aircraft Landing Gear Systems Outcome Set	AVIM 103D SLO 2
AVIM 104A Applied Aircraft Wood, Fabric, Finishing and Composite Structures Outcome Set	AVIM 104A SLO 1
AVIM 104A Applied Aircraft Wood, Fabric, Finishing and Composite Structures Outcome Set	AVIM 104A SLO 2

AVIM 104B Applied Aircraft Welding and Sheetmetal Structures Outcome Set	AVIM 104B SLO 1
AVIM 104B Applied Aircraft Welding and Sheetmetal Structures Outcome Set	AVIM 104B SLO 2
AVIM 104C Applied Aircraft Hydraulic Systems Outcome Set	AVIM 104C SLO 1

AVIM 104C Applied Aircraft Hydraulic Systems Outcome Set	AVIM 104C SLO 2
AVIM 104D Applied Aircraft Landing Gear Systems Outcome Set	AVIM 104D SLO 1
AVIM 104D Applied Aircraft Landing Gear Systems Outcome Set	AVIM 104D SLO 2
AVIM 105A Aircraft Cabin Atmosphere Control Outcome Set	AVIM 105A SLO 1

AVIM 105A Aircraft Cabin Atmosphere Control Outcome Set	AVIM 105A SLO 2
AVIM 105B Aircraft Assembly, Rigging and Inspection Outcome Set	AVIM 105B SLO 1

AVIM 105B Aircraft Assembly, Rigging and Inspection Outcome Set	AVIM 105B SLO 2
AVIM 106A Aircraft Cabin Atmosphere Control Outcome Set	AVIM 106A SLO 1
AVIM 106A Aircraft Cabin Atmosphere Control Outcome Set	AVIM 106A SLO 2

AVIM 106B Applied Aircraft Assembly, Rigging and Inspection Outcome Set	AVIM 106B SLO 1
AVIM 106B Applied Aircraft Assembly, Rigging and Inspection Outcome Set	AVIM 106B SLO 2

AVIM 107B Turbine Engines Outcome Set	AVIM 107B SLO 1

AVIM 107B Turbine Engines Outcome Set	AVIM 107B SLO 2

AVIM 108B Applied Turbine Engines Outcome Set	AVIM 108B SLO 1

AVIM 108B Applied Turbine Engines Outcome Set	AVIM 108B SLO 2

AVIM 109A Airframe Electrical Systems Outcome Set	AVIM 109A SLO 1

AVIM 109B Powerplant Ignition Systems Outcome Set	AVIM 109B SLO 1

AVIM 109B Powerplant Ignition Systems Outcome Set	AVIM 109B SLO 2
AVIM 109C Powerplant Electrical Systems Outcome Set	AVIM 109C SLO 1

AVIM 109C Powerplant Electrical Systems Outcome Set	AVIM 109C SLO 2
AVIM 109D Aircraft Fire Protection and Digital Logic Outcome Set	AVIM 109D SLO 1
AVIM 109D Aircraft Fire Protection and Digital Logic Outcome Set	AVIM 109D SLO 2

AVIM 110A Applied Airframe Electrical Systems Outcome Set	AVIM 110A SLO 1

AVIM 110B Applied Powerplant Ignition Systems Outcome Set	AVIM 110B SLO 1

AVIM 110B Applied Powerplant Ignition Systems Outcome Set	AVIM 110B SLO 2
AVIM 110C Applied Powerplant Electrical Systems Outcome Set	AVIM 110C SLO 1

AVIM 110C Applied Powerplant Electrical Systems Outcome Set	AVIM 110C SLO 2
AVIM 111C Reciprocating Engines I Outcome Set	AVIM 111C SLO 1

AVIM 111C Reciprocating Engines I Outcome Set	AVIM 111C SLO 2
AVIM 111D Reciprocating Engines II Outcome Set	AVIM 111D SLO 1

AVIM 111D Reciprocating Engines II Outcome Set	AVIM 111D SLO 2
AVIM 112C Applied Reciprocating Engines I Outcome Set	AVIM 112C SLO 1

AVIM 112C Applied Reciprocating Engines I Outcome Set	AVIM 112C SLO 2
AVIM 112D Applied Reciprocating Engines II Outcome Set	AVIM 112D SLO 1

AVIM 112D Applied Reciprocating Engines II Outcome Set	AVIM 112D SLO 2
AVIM 120 Basic D.C. Electronics Theory Outcome Set	AVIM 120 SLO 1
AVIM 120 Basic D.C. Electronics Theory Outcome Set	AVIM 120 SLO 2
AVIM 120 Basic D.C. Electronics Theory Outcome Set	AVIM 120 SLO 3
AVIM 121A Applied Basic D.C. Electronics Outcome Set	AVIM 121A SLO 1
AVIM 121A Applied Basic D.C. Electronics Outcome Set	AVIM 121A SLO 2

AVIM 121A Applied Basic D.C. Electronics Outcome Set	AVIM 121A SLO 3
AVIM 203 Advanced Composites Outcome Set	AVIM 203 SLO 1
AVIM 204 Advanced Composites Laboratory Outcome Set	AVIM 204 SLO 1
AVIM 205 Advanced Aircraft Metal Forming and Welding Outcome Set	AVIM 205 SLO 1
AVIM 206 Advanced Sheetmetal Forming and Welding Laboratory Outcome Set	AVIM 206 SLO 1

AVIM 241 Aircraft Propeller Systems Outcome Set	AVIM 241 SLO 1

AVIM 241 Aircraft Propeller Systems Outcome Set	AVIM 241 SLO 2

AVIM 242 Applied Aircraft Propeller Systems Outcome Set	AVIM 242 SLO 1

AVIM 242 Applied Aircraft Propeller Systems Outcome Set	AVIM 242 SLO 2
AVIM 249 Induction and Fuel Metering Outcome Set	AVIM 249 SLO 1

AVIM 250 Applied Induction and Fuel Metering Outcome Set	AVIM 250 SLO 1
AVIM 253 Lubrication, Cooling, and Exhaust Outcome Set	AVIM 253 SLO 1
AVIM 253 Lubrication, Cooling, and Exhaust Outcome Set	AVIM 253 SLO 2
AVIM 254 Applied Lubrication, Cooling, and Exhaust Outcome Set	AVIM 254 SLO 1
AVIM 254 Applied Lubrication, Cooling, and Exhaust Outcome Set	AVIM 254 SLO 2

AVIM 270 Work Experience Outcome Set	SLO 1
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
BANK 102 Mortgage Brokerage and Banking Outcome Set	SLO 1: Terminology
BANK 102 Mortgage Brokerage and Banking Outcome Set	SLO 2: Mathematics
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
BANK 104 Principles of Loan Processing Outcome Set	SLO 1: Origination and Underwriting
BANK 104 Principles of Loan Processing Outcome Set	SLO 2: Loan file
BANK 104 Principles of Loan Processing Outcome Set	SLO 3: Analysis
BANK 104 Principles of Loan Processing Outcome Set	SLO 4: Law and ethics
BANK 106 Loan Underwriting Outcome Set	SLO 1: Underwriting and investor guidelines
BANK 106 Loan Underwriting Outcome Set	SLO 2: Loan analysis

BANK 106 Loan Underwriting Outcome Set	SLO 3: Risk and ethics
BANK 106 Loan Underwriting Outcome Set	SLO 4: Lending laws
BANK 108 Principles of Loan Closing Outcome Set	SLO 1: Loan flow
BANK 108 Principles of Loan Closing Outcome Set	SLO 2: Functions
BANK 108 Principles of Loan Closing Outcome Set	SLO 3: Loan preparation
BANK 108 Principles of Loan Closing Outcome Set	SLO 4: Warehousing and shipping
BANK 108 Principles of Loan Closing Outcome Set	SLO 5: Law and ethics
BIOL 100 Natural History - Environmental Biology Course Outcomes	Course Outcome 1
BIOL 100 Natural History - Environmental Biology Course Outcomes	Course Outcome 2
BIOL 107 General Biology-Lecture and Laboratory Course Outcomes	Course Outcome 1
BIOL 107 General Biology-Lecture and Laboratory Course Outcomes	Course Outcome 2

BIOL 107 General Biology-Lecture and Laboratory Course Outcomes	Course Outcome 3
BIOL 115 Marine Biology Course Outcomes	Course Outcome 1
BIOL 130 Human Heredity Course Outcomes	Course Outcome 1
BIOL 130 Human Heredity Course Outcomes	Course Outcome 2
BIOL 131 Introduction to Biotechnology Course Outcomes	Course Outcome 1

BIOL 132 Applied Biotechnology I Course Outcomes	Course Outcome 1
BIOL 133 Applied Biotechnology II Course Outcomes	Course Outcome 1
BIOL 134 Introduction to the Biotechnology Lab Course Outcomes	Course Outcome 1
BIOL 135 Biology of Human Nutrition Course Outcomes	Course Outcome 1
BIOL 160 Elements of Human Anatomy and Physiology Course Outcomes	Course Outcome 1
BIOL 160 Elements of Human Anatomy and Physiology Course Outcomes	Course Outcome 2
BIOL 205 General Microbiology Outcome Set	Outcome 1: Critical thinking and application
BIOL 205 General Microbiology Outcome Set	Outcome 2

BIOL 210A Introduction to the Biological Sciences I Course Outcomes	Course Outcome 1
BIOL 210A Introduction to the Biological Sciences I Course Outcomes	Course Outcome 2
BIOL 210A Introduction to the Biological Sciences I Course Outcomes	Course Outcome 3

BIOL 210A Introduction to the Biological Sciences I Course Outcomes	Course Outcome 4
BIOL 210A Introduction to the Biological Sciences I Course Outcomes	Course Outcome 5
BIOL 210B Introduction to the Biological Sciences II Course Outcomes	Course Outcome 1
BIOL 210B Introduction to the Biological Sciences II Course Outcomes	Course Outcome 2
BIOL 230 Human Anatomy Course Outcomes	Course Outcome 1

BIOL 231 Media Experiences in Human Anatomy Course Outcomes	Course Outcome 1
BIOL 232 Experience in Human Dissection Course Outcomes	Course Outcome 1
BIOL 232 Experience in Human Dissection Course Outcomes	Course Outcome 2
BIOL 232 Experience in Human Dissection Course Outcomes	Course Outcome 3
BIOL 232 Experience in Human Dissection Course Outcomes	Course Outcome 4
BIOL 235 Human Physiology Course Outcomes	Course Outcome 1
BIOL 277D Service Learning -- on Campus Outcome Set	SLO 1
BLAS 140A History of the U.S., Black Perspectives Outcome Set	SLO #1
BLAS 140A History of the U.S., Black Perspectives Outcome Set	SLO #2
BLAS 140B History of the U.S, Black Perspectives Outcome Set	SLO #1

BLAS 140B History of the U.S, Black Perspectives Outcome Set	SLO #2
BUSE 100 Introduction to Business Outcome Set	SLO 1: Type of organization
BUSE 100 Introduction to Business Outcome Set	SLO 2: Management Functions and Legal Role
BUSE 100 Introduction to Business Outcome Set	SLO 3: The Role of Technology in Business
BUSE 101 Business Mathematics Outcome Set	SLO 1: Problem Solving
BUSE 101 Business Mathematics Outcome Set	SLO 2: Loans

BUSE 101 Business Mathematics Outcome Set	SLO 3: Accounts
BUSE 115 Statistics for Business Outcome Set	SLO 1: Descriptive statistics
BUSE 115 Statistics for Business Outcome Set	SLO 2: Probability
BUSE 115 Statistics for Business Outcome Set	SLO 3: Normal distributions
BUSE 115 Statistics for Business Outcome Set	SLO 4: Population sampling
BUSE 119 Business Communications Outcome Set	SLO 1: Business Messages
BUSE 119 Business Communications Outcome Set	SLO 2: Business Report

BUSE 119 Business Communications Outcome Set	SLO 3: Resume
BUSE 119 Business Communications Outcome Set	SLO 4: Presentation
BUSE 120 Personal Financial Management Outcome Set	SLO 1: Financial goal-setting
BUSE 120 Personal Financial Management Outcome Set	SLO 2: Financial plan
BUSE 120 Personal Financial Management Outcome Set	SLO 3: Consumer awareness
BUSE 120 Personal Financial Management Outcome Set	SLO 4: Personal budget

BUSE 140 Business Law and the Legal Environment Outcome Set	SLO 1: Law Pertaining to Legal Environment
BUSE 140 Business Law and the Legal Environment Outcome Set	SLO 2: Organizations
BUSE 140 Business Law and the Legal Environment Outcome Set	SLO 3: Legal System
BUSE 150 Human Relations in Business Outcome Set	Job Posting
BUSE 150 Human Relations in Business Outcome Set	Termination Letter
BUSE 155 Managing the Small Business Outcome Set	SLO 1: Human Resources
BUSE 155 Managing the Small Business Outcome Set	SLO 2: Marketing
BUSE 155 Managing the Small Business Outcome Set	SLO 3: Finance and legal

BUSE 155 Managing the Small Business Outcome Set	SLO 4: Budgeting
BUSE 155 Managing the Small Business Outcome Set	SLO 5: Business Plan
BUSE 157 Developing a Plan for the Small Business Outcome Set	Secondary Research
BUSE 157 Developing a Plan for the Small Business Outcome Set	Financial Projections
BUSE 157 Developing a Plan for the Small Business Outcome Set	Business Plan
BUSE 201 Business Organization and Management Outcome Set	SLO 1: Ethics
BUSE 201 Business Organization and Management Outcome Set	SLO 4: Leading
BUSE 270 Work Experience Outcome Set	SLO 1
CBTE 114 Introduction to Microsoft Windows Outcome Set	SLO#1
CBTE 120 Beginning Microsoft Word Outcome Set	SLO#1

CBTE 122 Intermediate Microsoft Word Outcome Set	SLO#1
CBTE 127 Introduction to PowerPoint Outcome Set	SLO 1
CBTE 128 Comprehensive Presentations with Powerpoint Outcome Set	SLO 1
CBTE 128 Comprehensive Presentations with Powerpoint Outcome Set	SLO 2
CBTE 128 Comprehensive Presentations with Powerpoint Outcome Set	SLO 3
CBTE 140 Microsoft Excel Outcome Set	SLO#1
CBTE 143 Intermediate Microsoft Excel Outcome Set	SLO 1
CBTE 152 Beginning Microsoft Access Outcome Set	SLO 1
CBTE 153 Database Development with Access Outcome Set	SLO 1
CBTE 162 Web Page Creation Outcome Set	SLO 1

CBTE 165 Webpage Creation with Dreamweaver Outcome Set	SLO 1
CBTE 170 Desktop Publishing Outcome Set	SLO 1
CBTE 180 Microsoft Office Outcome Set	SLO 1
CBTE 180 Microsoft Office Outcome Set	SLO 2
CBTE 180 Microsoft Office Outcome Set	SLO 3
CBTE 180 Microsoft Office Outcome Set	SLO 4
CBTE 205 Records Management Outcome Set	SLO 1

CBTE 210 Computers in Business Outcome Set	SLO 1
CBTE 270 Work Experience Outcome Set	SLO 1
CHEM 100 Fundamentals of Chemistry Outcome Set	Outcome 1.1 Recognize IMF
CHEM 100L Fundamentals of Chemistry Laboratory Outcome Set	Outcome 1
CHEM 103 General, Organic and Biological Chemistry Outcome Set	SLO 1

CHEM 111 Chemistry in Society Outcome Set	Outcome 1.1 Identify chemicals and their application to every day life.
CHEM 111L Chemistry in Society Laboratory Outcome Set	Course Outcome 1
CHEM 130 Introduction to Organic and Biological Chemistry Outcome Set	Course Outcome #1
CHEM 130 Introduction to Organic and Biological Chemistry Outcome Set	Course Outcome #2
CHEM 130 Introduction to Organic and Biological Chemistry Outcome Set	Course Outcome #3

CHEM 130L Introduction to Organic and Biological Chemistry Laboratory Outcome Set	Perform a laboratory practical with techniques learned in Chemistry 130L
CHEM 152 Introduction to General Chemistry Outcome Set	Course Outcome 1

CHEM 152 Introduction to General Chemistry Outcome Set	Course Outcome 2

CHEM 152 Introduction to General Chemistry Outcome Set	Course Outcome 3
CHEM 152L Introduction to General Chemistry Laboratory Outcome Set	Course Outcome 1

CHEM 200 General Chemistry I - Lecture Outcome Set	Course Outcome 1
CHEM 200L General Chemistry I - Laboratory Outcome Set	Course Outcome 1
CHEM 201 General Chemistry II - Lecture Outcome Set	Course Outcome 1
CHEM 201L General Chemistry II - Laboratory Outcome Set	Course Outcome 1

Student Learning Outcome	Course Outcome 1
CHEM 231L Organic Chemistry I - Laboratory Outcome Set	Course Outcome 1 Midterm
CHEM 231L Organic Chemistry I - Laboratory Outcome Set	Course Outcome 2 Final Exam
Competitive Students	Competitve Students
CHEM 233L Organic Chemistry II - Laboratory Outcome Set	Course Outcome 2 Final Exam

CHEM 251 Quantitative Analytical Chemistry Outcome Set	Outcome 1: Calibration Curve
CHEM 277D Service Learning -- on Campus Outcome Set	SLO 1
CHIL 101 Human Growth and Development Outcome Set	SLO#1
CHIL 101 Human Growth and Development Outcome Set	SLO#2

CHIL 103	SLO #1 - Developmental Theories
CHIL 103	SLO # 2 - Observation
CHIL 111 Curriculum: Music/Motor Skills Outcome Set	SLO 1
CHIL 121 Creative Art Outcome Set	SLO #1 - Lesson Plans
CHIL 121 Creative Art Outcome Set	SLO# 2 - Notebook

CHIL 131 Curriculum: Language/Science Outcome Set	SLO # 1- Behavioral Lesson Plans
CHIL 133 Language and Literature Outcome Set	SLO # 1 Language
CHIL 133 Language and Literature Outcome Set	SLO # 2 Literacy
CHIL 133 Language and Literature Outcome Set	SLO # 3 Selection and categorization of age appropriate quality children's literature
CHIL 135 Curriculum: Science and Math Outcome Set	SLO # 1- Lesson Plan/Math
CHIL 135 Curriculum: Science and Math Outcome Set	SLO # 2 - Lesson Plan/Science
CHIL 141 The Child, Family and Community Outcome Set	SLO#1
CHIL 141 The Child, Family and Community Outcome Set	SLO#2
CHIL 151 Program Planning Outcome Set	SLO # 1- Five Day Lesson Plan

CHIL 151 Program Planning Outcome Set	SLO # 2- Parent Education
CHIL 160 Observing and Understanding Children Outcome Set	CHIL 160
CHIL 161 Outcome Set	SLO 1
CHIL 162 Observing and Guiding Child Behavior Outcome Set	SLO 1
CHIL 165 Children With Special Needs Outcome Set	SLO #1
CHIL 166 Special Needs Curriculum Outcome Set	SLO #1
CHIL 166 Special Needs Curriculum Outcome Set	SLO #2
CHIL 175 Infant-Toddler Growth and Development Outcome Set	SLO #1

CHIL 176 Principles of Infant/Toddler Caregiving Outcome Set	SLO #1
CHIL 180 Nutrition, Health and Safety for Children Outcome Set	SLO # 1 - Lesson Plans
CHIL 188 Violence in the Lives of Children and Families Outcome Set	SLO #1 Identify and analyze the causes, environments, physical and emotional characteristics leading to child abuse.
CHIL 188 Violence in the Lives of Children and Families Outcome Set	SLO #2 Demonstrate how to complete a child abuse report and name agencies to which reports are made.
CHIL 202 Administration of Early Childhood Programs Outcome Set	SLO # 1- Preschool Brochure
CHIL 210 Supervision of Early Childhood Programs Outcome Set	SLO # 1- Interview/Observe
CHIL 215 Adult Supervision and Mentoring in Early Childhood Settings Outcome Set	SLO # 1- Facilitate Communication
CHIL 215 Adult Supervision and Mentoring in Early Childhood Settings Outcome Set	SLO # 2 - Classroom Assessment
CHIL 270 Work Experience Outcome Set	SLO 1
CHIL 275 Supervised Field Study Outcome Set	SLO # 1- Best Practices

CHIL 275 Supervised Field Study Outcome Set	SLO # 2- Teaching Style
CHIL 280 Environmental Rating Scale Outcome Set	SLO 1:CHILD 280
CHIL 291 Child Development Lab Practicum Outcome Set	SLO 1
CHIL 291 Child Development Lab Practicum Outcome Set	SLO 1
SLO 1 291A	Be able to complete one assigned goal in the campus lab
SLO 1 291A	Be able to complete one assigned goal in the campus lab
SLO 1 291A	Be able to complete one assigned goal in the campus lab
CHIL 291B Child Development Center Practicum Outcome Set	SLO 1
CHIL 291B Child Development Center Practicum Outcome Set	SLO 1
CHIL 291C Child Development Center Practicum Outcome Set	SLO 1
CHIL 291D Child Development Center Practicum Outcome Set	SLO 1
CISC 181 Principles of Information Systems Outcome Set	Outcome 1 - Specifications
CISC 181 Principles of Information Systems Outcome Set	Outcome 2 - Electronic Documents
CISC 186 Visual Basic Programming Outcome Set	Outcome 1 - Specifications
CISC 186 Visual Basic Programming Outcome Set	Outcome 2 - Electronic Documents
CISC 190 Java Programming Outcome Set	Outcome 1 - Specifications
CISC 190 Java Programming Outcome Set	Outcome 2 - Electronic Documents
CISC 192 C/C++ Programming Outcome Set	Outcome 1 - Specifications
CISC 192 C/C++ Programming Outcome Set	Outcome 2 - Electronic Documents

COMS 103 Oral Communication Learning Outcome Set	SLO 1
COMS 103 Oral Communication Learning Outcome Set	SLO 2
COMS 103 Oral Communication Learning Outcome Set	SLO 3
COMS 103 Oral Communication Learning Outcome Set	SLO 4
COMS 135 Interpersonal Communication Outcome Set	SLO 1
COMS 135 Interpersonal Communication Outcome Set	SLO 2
COMS 135 Interpersonal Communication Outcome Set	SLO 3
COMS 135 Interpersonal Communication Outcome Set	SLO 4
Updated SLOs (Fall 2016)	SLO 1
Updated SLOs (Fall 2016)	SLO 2

Updated SLOs (Fall 2016)	SLO 3
Updated SLOs (Fall 2016)	SLO 4
COMS 180 Intercultural Communication Outcome Set	SLO 1
COMS 180 Intercultural Communication Outcome Set	SLO 2
COMS 180 Intercultural Communication Outcome Set	SLO 3
COMS 180 Intercultural Communication Outcome Set	SLO 4
COMS 180 Intercultural Communication Outcome Set	SLO 5
COMS 99 Voice and Diction for Non-Native Speakers of English Outcome Set	SLO
DFLM 101 Introduction to Film Outcome Set	SLO #1
DFLM 101 Introduction to Film Outcome Set	SLO #2
DFLM 102 The American Cinema Outcome Set	SLO #1
DFLM 102 The American Cinema Outcome Set	SLO #2
DIES 100 Introduction to Diesel Technology Outcome Set	Course Outcome #1

DIES 100 Introduction to Diesel Technology Outcome Set	Course Outcome #2
DIES 100 Introduction to Diesel Technology Outcome Set	Course Outcome #3
DIES 101 Heavy Duty Truck, Advanced Transportation, Equipment Preventive Maintenance and Inspections Outcome Set	Course Outcome 1
DIES 101 Heavy Duty Truck, Advanced Transportation, Equipment Preventive Maintenance and Inspections Outcome Set	Course Outcome 2
DIES 101 Heavy Duty Truck, Advanced Transportation, Equipment Preventive Maintenance and Inspections Outcome Set	Course Outcome 3
DIES 102 Heavy Duty Truck and Heavy Equipment Heating and Air Conditioning Outcome Set	Course Outcome #1

DIES 102 Heavy Duty Truck and Heavy Equipment Heating and Air Conditioning Outcome Set	Course Outcome #2
DIES 105 Measuring Tools and Applied Mathematics Outcome Set	Course Outcome #1
DIES 105 Measuring Tools and Applied Mathematics Outcome Set	Course Outcome #2
DIES 105 Measuring Tools and Applied Mathematics Outcome Set	Course Outcome #3
DIES 121 Diesel Engines A Outcome Set	Course Outcome #1

DIES 121 Diesel Engines A Outcome Set	Course Outcome #2

DIES 121 Diesel Engines A Outcome Set	Course Outcome #3
DIES 122 Diesel Engines B Outcome Set	Cours Outcome #1

DIES 122 Diesel Engines B Outcome Set	Course Outcome #2

DIES 122 Diesel Engines B Outcome Set	Course Outcome #3
DIES 123 Diesel Engines C Outcome Set	Course Outcome #1

DIES 123 Diesel Engines C Outcome Set	Course Outcome #2

DIES 123 Diesel Engines C Outcome Set	Course Outcome #3
DIES 124 Diesel Engines D Outcome Set	Course Outcome #1

DIES 124 Diesel Engines D Outcome Set	Course Outcome #2

DIES 124 Diesel Engines D Outcome Set	Course Outcome #3
DIES 125 Diesel Engines I Outcome Set	Course Outcome #1

DIES 125 Diesel Engines I Outcome Set	Course Outcome #2

DIES 125 Diesel Engines I Outcome Set	Course Outcome #3
DIES 126 Diesel Engines II Outcome Set	Course Outcome #1

DIES 126 Diesel Engines II Outcome Set	Course Outcome #2

DIES 126 Diesel Engines II Outcome Set	Course Outcome #3
DIES 128 Diesel Engines III Outcome Set	Course Outcome #1

DIES 128 Diesel Engines III Outcome Set	Course Outcome #2

DIES 128 Diesel Engines III Outcome Set	Course Outcome #3
DIES 131 Alternative-Fueled Engine Overhaul Outcome Set	Course Outcome #1

DIES 131 Alternative-Fueled Engine Overhaul Outcome Set	Course Outcome #2

DIES 131 Alternative-Fueled Engine Overhaul Outcome Set	Course Outcome #3
DIES 135 Applied Failure Analysis Outcome Set	Outcome 1
DIES 135 Applied Failure Analysis Outcome Set	Outcome 2
DIES 135 Applied Failure Analysis Outcome Set	Outcome 3

DIES 137 Diesel Fuel Injection Systems Outcome Set	Course Outcome #1
DIES 137 Diesel Fuel Injection Systems Outcome Set	Course Outcome #2

DIES 137 Diesel Fuel Injection Systems Outcome Set	Course Outcome #3
DIES 137A Advanced Diesel Fuel Injection Systems Outcome Set	Course Outcome #1

DIES 137A Advanced Diesel Fuel Injection Systems Outcome Set	Course Outcome #2

DIES 137A Advanced Diesel Fuel Injection Systems Outcome Set	Course Outcome #3
DIES 138 Electrical Systems Outcome Set	Outcome 1
DIES 138 Electrical Systems Outcome Set	Outcome 2

DIES 138 Electrical Systems Outcome Set	Outcome 3
DIES 144 Electronics for Diesel Technology Outcome Set	Outcome 1
DIES 144 Electronics for Diesel Technology Outcome Set	Outcome 2
DIES 144 Electronics for Diesel Technology Outcome Set	Outcome 3
DIES 155 Air Brake Systems Outcome Set	Outcome 1
DIES 155 Air Brake Systems Outcome Set	Outcome 2
DIES 155 Air Brake Systems Outcome Set	Outcome 3
DIES 160 Heavy Duty Manual Transmissions Outcome Set	Outcome 1
DIES 160 Heavy Duty Manual Transmissions Outcome Set	Outcome 2

DIES 160 Heavy Duty Manual Transmissions Outcome Set	Outcome 3
DIES 165 Truck Automatic Transmissions Outcome Set	Outcome 1
DIES 165 Truck Automatic Transmissions Outcome Set	Outcome 2
DIES 165 Truck Automatic Transmissions Outcome Set	Outcome 3
DIES 170 Truck Drive Axles and Specifications Outcome Set	Outcome 1
DIES 170 Truck Drive Axles and Specifications Outcome Set	Outcome 2
DIES 170 Truck Drive Axles and Specifications Outcome Set	Outcome 3
DIES 175 Truck Chassis R&R Outcome Set	Outcome 1
DIES 175 Truck Chassis R&R Outcome Set	Outcome 2

DIES 175 Truck Chassis R&R Outcome Set	Outcome 3
DIES 180 Steering, Suspension, and Driveline Systems Outcome Set	Outcome 1
DIES 180 Steering, Suspension, and Driveline Systems Outcome Set	Outcome 2
DIES 180 Steering, Suspension, and Driveline Systems Outcome Set	Outcome 3
DIES 200 Mobile Hydraulic Systems Outcome Set	Outcome 1
DIES 200 Mobile Hydraulic Systems Outcome Set	Outcome 2
DIES 200 Mobile Hydraulic Systems Outcome Set	Outcome 3
DIES 210 Brakes, Final Drives and Steering Systems Outcome Set	Outcome 1

DIES 210 Brakes, Final Drives and Steering Systems Outcome Set	Outcome 2
DIES 210 Brakes, Final Drives and Steering Systems Outcome Set	Outcome 3
DIES 220 Undercarriage Outcome Set	Course Outcome #1
DIES 220 Undercarriage Outcome Set	Course Outcome #2
DIES 220 Undercarriage Outcome Set	Course Outcome #3
DIES 230 Heavy Equipment Transmissions Outcome Set	Outcome 1
DIES 230 Heavy Equipment Transmissions Outcome Set	Outcome 2
DIES 230 Heavy Equipment Transmissions Outcome Set	Outcome 3
DIES 240 Equipment Chassis R&R Outcome Set	Outcome 1
DIES 240 Equipment Chassis R&R Outcome Set	Outcome 2

DIES 240 Equipment Chassis R&R Outcome Set	Outcome 3
DIES 90 Forklift Operation Outcome Set	Course Outcome #1
DIES 90 Forklift Operation Outcome Set	Course Outcome #2
DIES 90 Forklift Operation Outcome Set	Course Outcome #3
DSPS 21 Accessible Computing Lab Outcome Set	DSPS 21 SLO # 1

DSPS 21 Accessible Computing Lab Outcome Set	DSPS 21 SLO # 2
DSPS 21 Accessible Computing Lab Outcome Set	DSPS 21 SLO # 3
DSPS 21 Accessible Computing Lab Outcome Set	DSPS 21 SLO # 4
ECON 120 Principles of Macroeconomics Outcome Set	Course Outcome #1
ECON 120 Principles of Macroeconomics Outcome Set	Course Outcome #2
ECON 120 Principles of Macroeconomics Outcome Set	Course Outcome #3

ECON 121 Principles of Microeconomics Outcome Set	Outcome #1:
ECON 121 Principles of Microeconomics Outcome Set	Outcome #2:
ECON 121 Principles of Microeconomics Outcome Set	Outcome #3:
EDUC 100 Tutor Training Outcome Set	SLO 1
EDUC 100 Tutor Training Outcome Set	SLO 2
EDUC 100 Tutor Training Outcome Set	SLO 3
EMGM 105A Emergency Medical Technician - National Registry Outcome Set	SLO 1
EMGM 105A Emergency Medical Technician - National Registry Outcome Set	SLO 2
EMGM 105A Emergency Medical Technician - National Registry Outcome Set	SLO 3
EMGM 105A Emergency Medical Technician - National Registry Outcome Set	SLO 4

EMGM 105A Emergency Medical Technician - National Registry Outcome Set	SLO 5
EMGM 105A Emergency Medical Technician - National Registry Outcome Set	SLO 6
EMGM 106 Emergency Medical Technician - Defibrillation/Combitude Outcome Set	Learning Outcomes for Basic Life Support Training
EMGM 106 Emergency Medical Technician - Defibrillation/Combitude Outcome Set	Learning Outcomes for Perilaryngeal Airway Adjunct Training
EMGM 106 Emergency Medical Technician - Defibrillation/Combitude Outcome Set	Learning Outcome: Use of Automated External Defibrillator
EMGM 350 Recertification Course for San Diego County EMT Outcome Set	1. Determining scene safety
EMGM 350 Recertification Course for San Diego County EMT Outcome Set	2 Performing an appropriate patient assessment
EMGM 350 Recertification Course for San Diego County EMT Outcome Set	3 Demonstrating effective management of life threats

EMGM 350 Recertification Course for San Diego County EMT Outcome Set	4 Understanding mechanism of injury
EMGM 350 Recertification Course for San Diego County EMT Outcome Set	5 Demonstrating proper use of prehospital care equipment and supplies
EMGM 350 Recertification Course for San Diego County EMT Outcome Set	6 Verifying patient status by performing an ongoing assessment
EMGM 50 CPR for Health Care Providers Outcome Set	SLO 1 Recognition of Commom Life-threatening Emergencies
EMGM 50 CPR for Health Care Providers Outcome Set	SLO2 Cardiopulmonary Resuscitation Skills
EMGM 50 CPR for Health Care Providers Outcome Set	SLO3 Automatic External Defibrillator (AED) Skills
EMGM 50 CPR for Health Care Providers Outcome Set	SLO4 Airway Obstruction in a Choking Patient

ENGL 101 Reading and Composition Outcome Set	SLO 1
ENGL 105 Composition and Literature Outcome Set	SLO #1

ENGL 205 Critical Thinking and Intermediate Composition Outcome Set	SLO 1
ENGL 208 Introduction to Literature Outcome Set	SLO 1
ENGL 209 Literary Approaches to Film Outcome Set	SLO 1
ENGL 210 American Literature I Outcome Set	SLO #1

ENGL 211 American Literature II Outcome Set	SLO 1
ENGL 215 English Literature I: 800-1799 Outcome Set	SLO #1
ENGL 216 English Literature II: 1800 - Present Outcome Set	SLO #1
ENGL 220 Masterpieces of World Literature I: 1500 BCE - 1600 CE Outcome Set	SLO 1
ENGL 221 Masterpieces of World Literature II: 1600 - Present Outcome Set	SLO 1
ENGL 230 Asian American Literature Outcome Set	SLO 1

ENGL 237 Women in Literature Outcome Set	SLO 1
ENGL 249 Introduction to Creative Writing Outcome Set	SLO 1
ENGL 265C Accelerated English Outcome Set	SLO 1
ENGL 265C Accelerated English Outcome Set	SLO 2
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
ENGL 36 Basic Creative Writing Workshop Outcome Set	SLO #1
ENGL 42 College Reading and Study Skills I Outcome Set	SLO 1
ENGL 43 English Review Outcome Set	SLO 1

ENGL 43 English Review Outcome Set	SLO 2
ENGL 43 English Review Outcome Set	SLO 3
ENGL 43 English Review Outcome Set	SLO 4
ENGL 48 College Reading and Study Skills II Outcome Set	SLO 1
ENGL 49 Basic Composition Outcome Set	Organization
ENGL 49 Basic Composition Outcome Set	Development
ENGL 49 Basic Composition Outcome Set	Thesis
ENGL 49 Basic Composition Outcome Set	Sentence Skills
ESOL 19 Transitional English For ESOL Students Outcome Set	SLO 1: Sentence Structure
ESOL 19 Transitional English For ESOL Students Outcome Set	SLO 2: Topic Sentence

ESOL 19 Transitional English For ESOL Students Outcome Set	SLO 3: Support Sentences
ESOL 19 Transitional English For ESOL Students Outcome Set	SLO 4: Grammar
ESOL 20 Writing for Non-native Speakers of English I Outcome Set	SLO 1
ESOL 20 Writing for Non-native Speakers of English I Outcome Set	SLO 2
ESOL 20 Writing for Non-native Speakers of English I Outcome Set	SLO 3
ESOL 20 Writing for Non-native Speakers of English I Outcome Set	SLO 4
ESOL 21 Reading for Non-native Speakers of English I Outcome Set	SLO 1: Main Idea
ESOL 21 Reading for Non-native Speakers of English I Outcome Set	SLO 2: Supporting Details
ESOL 21 Reading for Non-native Speakers of English I Outcome Set	SLO 3: Drawing Inferences
ESOL 21 Reading for Non-native Speakers of English I Outcome Set	SLO 4: Vocabulary in Context
ESOL 21 Reading for Non-native Speakers of English I Outcome Set	SLO 5: Vocabulary: Part of Speech

ESOL 22 Listening and Speaking for Non-native Speakers of English I Outcome Set	SLO 1: Listening Comprehension - Main Idea and Supporting Details
ESOL 30 Writing for Non-native Speakers of English II Outcome Set	SLO 1: Main Idea
ESOL 30 Writing for Non-native Speakers of English II Outcome Set	SLO 2
ESOL 30 Writing for Non-native Speakers of English II Outcome Set	SLO 3
ESOL 30 Writing for Non-native Speakers of English II Outcome Set	SLO 4
ESOL 31 Reading for Non-native Speakers of English II Outcome Set	SLO 1: Main Idea
ESOL 31 Reading for Non-native Speakers of English II Outcome Set	SLO 2: Vocabulary 1
ESOL 31 Reading for Non-native Speakers of English II Outcome Set	SLO 3: Vocabulary 2
ESOL 31 Reading for Non-native Speakers of English II Outcome Set	SLO 4: Summary/Organization

ESOL 31 Reading for Non-native Speakers of English II Outcome Set	SLO 5:
ESOL 32 Listening and Speaking for Non-Native Speakers of English II Outcome Set	SLO 1: Presenting an opinion
ESOL 40 Reading and Writing for Non-Native Speakers of English III Outcome Set	SLO 1: Thesis Statement
ESOL 40 Reading and Writing for Non-Native Speakers of English III Outcome Set	SLO 2: Support
ESOL 40 Reading and Writing for Non-Native Speakers of English III Outcome Set	SLO 3: Organization
ESOL 40 Reading and Writing for Non-Native Speakers of English III Outcome Set	SLO 4: Grammar
EXSC 113A Outcome Set	SLO 1
EXSC 113A Outcome Set	SLO 2
EXSC 113A Outcome Set	SLO 3
EXSC 113A Outcome Set	SLO 4
EXSC 114A AQUATIC FITNESS I Outcome Set	Observe distance per stroke.
EXSC 114A AQUATIC FITNESS I Outcome Set	Identify proper arm stroke when swimming freestyle.
EXSC 114A AQUATIC FITNESS I Outcome Set	Create a swim workout that will include warm up, drill, main set and warm down.
EXSC 115A WATER EXERCISE I Outcome Set	Identify proper body position when jogging in the water.
EXSC 115A WATER EXERCISE I Outcome Set	Identify proper opposition of arms and legs while performing.

EXSC 124A Aerobic-Core Conditioning Outcome Set	SLO 1
EXSC 124A Aerobic-Core Conditioning Outcome Set	SLO 2
EXSC 125A AEROBIC DANCE I Outcome Set	Student outcome 1 Performance responsibility
EXSC 125A AEROBIC DANCE I Outcome Set	Student outcome 2 Performance responsibility
EXSC 125A AEROBIC DANCE I Outcome Set	Student outcome 2 Performance responsibility
EXSC 125A AEROBIC DANCE I Outcome Set	Student outcome 3 Performance responsibility
EXSC 125A AEROBIC DANCE I Outcome Set	Student outcome 4 Performance responsibility
EXSC 125A AEROBIC DANCE I Outcome Set	Student outcome 5 Performance responsibility
EXSC 126A CARDIO CONDITIONING 1 Outcome Set	SLO #1
EXSC 126A CARDIO CONDITIONING 1 Outcome Set	SLO #2
EXSC 126A CARDIO CONDITIONING 1 Outcome Set	SLO #3
EXSC 126A CARDIO CONDITIONING 1 Outcome Set	SLO #4

EXSC 130A Indoor Cycling I Outcome Set	SLO 1
EXSC 130A Indoor Cycling I Outcome Set	SLO 2
EXSC 130B Indoor Cycling II Outcome Set	Students will be able to develop an exercise regime using an indoor cycle.
EXSC 134 ADAPTED WEIGHT TRAINING Outcome Set	SLO #2
EXSC 135A Outcome Set	SLO 1
EXSC 135A Outcome Set	SLO 2
EXSC 136A OFF-SEASON CONDITIONING FOR SPORT I Outcome Set	SLO #1
EXSC 136A OFF-SEASON CONDITIONING FOR SPORT I Outcome Set	SLO #2
EXSC 136B OFF-SEASON CONDITIONING FOR SPORT II Outcome Set	SLO #1
EXSC 139A WEIGHT TRAINING I Outcome Set	SLO 1
EXSC 139A WEIGHT TRAINING I Outcome Set	SLO 2
EXSC 139A WEIGHT TRAINING I Outcome Set	SLO 3
EXSC 140A Boot Camp I Outcome Set	Properly demonstrate how to crab walk
EXSC 140A Boot Camp I Outcome Set	Properly demonstrate the body weight bear crawl

EXSC 145A YOGA I - FUNDAMENTALS OF YOGA Outcome Set	Identify, define and execute basic yoga postures taking into consideration proper body alignment.
EXSC 145A YOGA I - FUNDAMENTALS OF YOGA Outcome Set	Identify the need for modifications for specific yoga postutres relative to fitness level.
EXSC 145A YOGA I - FUNDAMENTALS OF YOGA Outcome Set	Identify fundamental techniques for stress reduction.
EXSC 147A KICKBOXING I - FUNDAMENTAL Outcome Set	SLO #1
EXSC 147A KICKBOXING I - FUNDAMENTAL Outcome Set	SLO #2
EXSC 148A MARTIAL ARTS I - FUNDAMENTAL Outcome Set	SLO 1
EXSC 148A MARTIAL ARTS I - FUNDAMENTAL Outcome Set	SLO 2
EXSC 154A BADMINTON I Outcome Set	To learn basic rules,areas of the court and different grips
EXSC 158A BASKETBALL I Outcome Set	Identify our three systems related to basketball.

EXSC 158A BASKETBALL I Outcome Set	Identify our three systems related to basketball.
EXSC 158A BASKETBALL I Outcome Set	Identify the five defensive absolutes.
EXSC 158A BASKETBALL I Outcome Set	Identify the five defensive absolutes.
EXSC 158A BASKETBALL I Outcome Set	Identifying the four principles of fundamental basketball.
EXSC 158A BASKETBALL I Outcome Set	Identifying the four principles of fundamental basketball.
EXSC 174A SOCCER I Outcome Set	Identify proper passing techniques using both feet.

EXSC 174A SOCCER I Outcome Set	Identify proper passing techniques using both feet.
EXSC 174A SOCCER I Outcome Set	Properly heading a soccer ball for passing and/or shooting purposes.
EXSC 174A SOCCER I Outcome Set	Properly heading a soccer ball for passing and/or shooting purposes.
EXSC 174A SOCCER I Outcome Set	Identify proper technique is shooting the ball to goal.
EXSC 174A SOCCER I Outcome Set	Identify proper technique is shooting the ball to goal.
EXSC 176A SOCCER IV Outcome Set	SLO #1
EXSC 176A SOCCER IV Outcome Set	SLO #2
EXSC 178A TENNIS I Outcome Set	Identify proper techniques in performing a forehand tennis stroke.

EXSC 178A TENNIS I Outcome Set	Identify proper techniques in performing a backhand tennis stroke.
EXSC 178A TENNIS I Outcome Set	Proper serving technique.
EXSC 182A Outcome Set	SLO1:
EXSC 182A Outcome Set	SLO2:
EXSC 184A WATER POLO I Outcome Set	SLO 1:
EXSC 184A WATER POLO I Outcome Set	SLO:
EXSC INTERCOLLEGIATE BASKETBALL I OUTCOME SET	SLO #1
EXSC 205 INTERCOLLEGIATE BASKETALL II Outcome Set	dentify our three systems related to intercollegiate basketball.

EXSC 205 INTERCOLLEGIATE BASKETALL II Outcome Set	Identify the five defensive absolutes.
EXSC 205 INTERCOLLEGIATE BASKETALL II Outcome Set	Identifying the four principles of a good practice.
EXSC 214 INTERCOLLEGIATE SOCCER I Outcome Set	Ability to perform these basic skills in game competition and simulation. These skills are: 1. Pass 2. Dribble 3. Trap 4. Head 5. Shoot

EXSC 214 INTERCOLLEGIATE SOCCER I Outcome Set	Ability to perform and communicate during game competition or simulation. The three basics of defense are: 1. Pressure 2. Cover 3. Balance
EXSC 214 INTERCOLLEGIATE SOCCER I Outcome Set	Ability to understand, comprehend and perform formations during competitions and game simulation. The three formations are: 1. 4-4-2 2. 4-5-
EXSC 215 INTERCOLLEGIATE SOCCER II Outcome Set	SLO 1

EXSC 216 INTERCOLLEGIATE SOFTBALL I Outcome Set	SLO #1
EXSC 220 INTERCOLLEGIATE TENNIS I Outcome Set	SLO #1
EXSC 220 INTERCOLLEGIATE TENNIS I Outcome Set	SLO #2
EXSC 221 INTERCOLLEGIATE TENNIS II Outcome Set	SLO #1
EXSC 221 INTERCOLLEGIATE TENNIS II Outcome Set	SLO #2
EXSC 224 Intercollegiate Volleyball I Outcome Set	SLO 1

EXSC 224 Intercollegiate Volleyball I Outcome Set	SLO 2
EXSC 224 Intercollegiate Volleyball I Outcome Set	SLO 3
EXSC 225 Intercollegiate Volleyball II Outcome Set	SLO 1
EXSC 225 Intercollegiate Volleyball II Outcome Set	SLO 2
EXSC 225 Intercollegiate Volleyball II Outcome Set	SLO 3
EXSC 226 INTERCOLLEGIATE WATER POLO I Outcome Set	SLO 1:
EXSC 226 INTERCOLLEGIATE WATER POLO I Outcome Set	SLO 2:
EXSC 227 INTERCOLLEGIATE WATER POLO II Outcome Set	SLO 1:
EXSC 227 INTERCOLLEGIATE WATER POLO II Outcome Set	SLO 2:
EXSC 231A THEORIE3S AND STRATEGIES OF BASKETBALL I Outcome Set	Team Purpose
EXSC 231A THEORIE3S AND STRATEGIES OF BASKETBALL I Outcome Set	Identify the stages of team development.
EXSC 231A THEORIE3S AND STRATEGIES OF BASKETBALL I Outcome Set	Team Member Roles/Empowerment/Communication/Mission Statement.

EXSC 234A THEORIES AND STRATEGIES OF SOCCER I Outcome Set	Identify the theoretical concepts of the make-up of an intercollegiate soccer team.
EXSC 234A THEORIES AND STRATEGIES OF SOCCER I Outcome Set	To develop team unity, build team chemistry and develop individual and team leadership.
EXSC 234A THEORIES AND STRATEGIES OF SOCCER I Outcome Set	Identify individual roles within the team concept and to create an environment in where the team will become successful.
EXSC 239A Theories and Strategies of Intercollegiate Volleyball I Outcome Set	SLO 1
EXSC 239A Theories and Strategies of Intercollegiate Volleyball I Outcome Set	SLO 2
EXSC 239B Theories and Strategies of Intercollegiate Volleyball II Outcome Set	SLO 1
EXSC 239B Theories and Strategies of Intercollegiate Volleyball II Outcome Set	SLO 2
EXSC 241B (Introduction to Kinesiology) Outcome Set	SLO 1
EXSC 241B (Introduction to Kinesiology) Outcome Set	SLO 2
EXSC 241B (Introduction to Kinesiology) Outcome Set	SLO 4

EXSC 241B (Introduction to Kinesiology) Outcome Set	SLO 5
EXSC 242B CARE AND PREVENTION OF INJURIES Outcome Set	SLO 1
EXSC 242B CARE AND PREVENTION OF INJURIES Outcome Set	SLO 2
EXSC 270 FITNESS SPECIALIST WORK EXPERIENCE Outcome Set	SLO 1
EXSC 277 D Service Learning Outcome Set	SLO 1
EXSC 280 APPLIES EXERECISE PHYSIOLOGY Outcome Set	SLO 1
EXSC 281 Applied Anatomy and Kinesiology	Learning Outcome 1
EXSC 281 Applied Anatomy and Kinesiology	Learning Outcome 2
EXSC 281 Applied Anatomy and Kinesiology	Learning Outcome 3
EXSC 281 Applied Anatomy and Kinesiology	Learning Outcome 4
EXSC 282 TECHNIQUES OF WEIGHT TRAINING Outcome Set	SLO 1
EXSC 283 EXERCISE AND FITNESS ASSESSMENT Outcome Set	SLO 1
EXSC 284 FITNESS AND SPORTS NUTRITION Outcome Set	SLO 1
EXSC 285 EXERCISE FOR SPECIAL POPULATIONS Outcome Set	SLO 1
EXSC 286 TECHNIQUES OF EXERCISE LEADERSHIP Outcome Set	SLO 1

EXSC 288 FITNESS SPECIALIST INTERNSHIP LECTURE Outcome Set	SLO 1
EXSC 288 FITNESS SPECIALIST INTERNSHIP LECTURE Outcome Set	SLO 2
EXSC 392 Yoga Teacher Training Essentials Outcome Set	. List and describe the eight limbs of yoga as outlined in the Yoga Sutras of Patanjali.
EXSC 392 Yoga Teacher Training Essentials Outcome Set	Analyze students' performance in beginner level yoga poses (asanas) to ensure proper alignment and safety.
EXSC 393 Yoga Teacher Training Progressive Methodologies Outcome Set	Demonstrate appropriate teaching methodologies and effective communication skills while leading a varied group of yoga participants.
FILI 100 Filipino American Experience Outcome Set	SLO 1
FIPT 100D Candidate Physical Ability Test Preparation Outcome Set	SLO 1 Physical Fitness
FIPT 101 Fire Protection Organization Outcome Set	SLO 1
FIPT 101 Fire Protection Organization Outcome Set	SLO 2
FIPT 101 Fire Protection Organization Outcome Set	SLO 3
FIPT 102 Fire Prevention Technology Outcome Set	SLO #1
FIPT 102 Fire Prevention Technology Outcome Set	SLO#2
FIPT 102 Fire Prevention Technology Outcome Set	SLO # 3
FIPT 103 Fire Protection Equipment and Systems Outcome Set	slo #1

FIPT 103 Fire Protection Equipment and Systems Outcome Set	SLO #2
FIPT 103 Fire Protection Equipment and Systems Outcome Set	slo #3
FIPT 104 Building Construction for Fire Protection Outcome Set	SLO 1
FIPT 104 Building Construction for Fire Protection Outcome Set	SLO 2
FIPT 104 Building Construction for Fire Protection Outcome Set	SLO 3
FIPT 105 Fire Behavior and Combustion Outcome Set	SLO#1
FIPT 105 Fire Behavior and Combustion Outcome Set	SLO#2
FIPT 105 Fire Behavior and Combustion Outcome Set	SLO#3
FIPT 107 Fire Fighting Tactics and Strategy Outcome Set	SLO 1
FIPT 107 Fire Fighting Tactics and Strategy Outcome Set	SLO 2
FIPT 107 Fire Fighting Tactics and Strategy Outcome Set	SLO 3
FIPT 109 Fire Service Hydraulics Outcome Set	SLO 1
FIPT 109 Fire Service Hydraulics Outcome Set	SLO 2
FIPT 109 Fire Service Hydraulics Outcome Set	SLO 3
FIPT 111 Fire Apparatus and Equipment Outcome Set	SLO 1

FIPT 111 Fire Apparatus and Equipment Outcome Set	SLO 2
FIPT 111 Fire Apparatus and Equipment Outcome Set	SLO 3
FIPT 115 Low Angle Rope Rescue Outcome Set	SLO 1
FIPT 115 Low Angle Rope Rescue Outcome Set	SLO 2
FIPT 115 Low Angle Rope Rescue Outcome Set	SLO 3
FIPT 120 Firefighter Safety and Survival Outcome Set	Outcome 1 History
FIPT 120 Firefighter Safety and Survival Outcome Set	Outcome 2 Fire Dangers
FIPT 120 Firefighter Safety and Survival Outcome Set	Outcome 3 Problem-Solving
FIPT 150A Introduction to Fire Suppression and Maintenance Manipulative Tasks (Beginning) Outcome Set	SLO 1
FIPT 150A Introduction to Fire Suppression and Maintenance Manipulative Tasks (Beginning) Outcome Set	SLO 2
FIPT 150A Introduction to Fire Suppression and Maintenance Manipulative Tasks (Beginning) Outcome Set	SLO 3
FIPT 150B Introduction to Fire Suppression and Maintenance Manipulative Tasks (Intermediate) Outcome Set	SLO 1
FIPT 150B Introduction to Fire Suppression and Maintenance Manipulative Tasks (Intermediate) Outcome Set	SLO 2

FIPT 150B Introduction to Fire Suppression and Maintenance Manipulative Tasks (Intermediate) Outcome Set	SLO 3
FIPT 160 Introduction to Open Water Lifeguarding Outcome Set	SLO 1
FIPT 160 Introduction to Open Water Lifeguarding Outcome Set	SLO 2
FIPT 160 Introduction to Open Water Lifeguarding Outcome Set	SLO 3
FIPT 168 Lifeguard Beach Management Outcome Set	SLO 1
FIPT 168 Lifeguard Beach Management Outcome Set	SLO 2
FIPT 168 Lifeguard Beach Management Outcome Set	SLO 3
FIPT 270 Work Experience Outcome Set	SLO 1
FIPT 309B Emergency Medical Care of the Sick and Injured Outcome Set	SLO 1
FIPT 309B Emergency Medical Care of the Sick and Injured Outcome Set	SLO 2
FIPT 309B Emergency Medical Care of the Sick and Injured Outcome Set	SLO 3
FIPT 322A Auto Extrication Outcome Set	SLO 1
FIPT 322A Auto Extrication Outcome Set	SLO 2

FIPT 322A Auto Extrication Outcome Set	SLO 3
FIPT 323C Hazardous Materials Incident Commander Outcome Set	SLO 1
FIPT 323C Hazardous Materials Incident Commander Outcome Set	SLO 2
FIPT 323C Hazardous Materials Incident Commander Outcome Set	SLO 3
FIPT 324A Basic Incident Command System I-200 Outcome Set	SLO 1
FIPT 324A Basic Incident Command System I-200 Outcome Set	SLO 2
FIPT 324A Basic Incident Command System I-200 Outcome Set	SLO 3
FIPT 324B Intermediate Incident Command System I-300 Standardized Emergency Management System Outcome Set	SLO 1
FIPT 324B Intermediate Incident Command System I-300 Standardized Emergency Management System Outcome Set	SLO 2
FIPT 324B Intermediate Incident Command System I-300 Standardized Emergency Management System Outcome Set	SLO 3
FIPT 324C Advanced Incident Command System I-400 Standardized Emergency Management System Outcome Set	SLO 1
FIPT 324C Advanced Incident Command System I-400 Standardized Emergency Management System Outcome Set	SLO 2
FIPT 324C Advanced Incident Command System I-400 Standardized Emergency Management System Outcome Set	SLO 3
FIPT 324D Intermediate Wildland Fire Behavior S-290 Outcome Set	SLO 1
FIPT 324D Intermediate Wildland Fire Behavior S-290 Outcome Set	SLO 2

FIPT 324D Intermediate Wildland Fire Behavior S-290 Outcome Set	SLO 3
FIPT 332B Rescue Systems I - Fundamentals of Heavy Rescue Outcome Set	SLO 1
FIPT 332B Rescue Systems I - Fundamentals of Heavy Rescue Outcome Set	SLO 2
FIPT 332B Rescue Systems I - Fundamentals of Heavy Rescue Outcome Set	SLO 3
FIPT 340 Company Officer 2A: Human Resource Management for Company Officers Outcome Set	SLO 1
FIPT 340 Company Officer 2A: Human Resource Management for Company Officers Outcome Set	SLO 2
FIPT 340 Company Officer 2A: Human Resource Management for Company Officers Outcome Set	SLO 3
FIPT 341 Company Officer 2B: General Administration Functions for Company Officers Outcome Set	SLO 1
FIPT 341 Company Officer 2B: General Administration Functions for Company Officers Outcome Set	SLO 2
FIPT 341 Company Officer 2B: General Administration Functions for Company Officers Outcome Set	SLO 3
FIPT 342 Company Officer 2C: Fire Investigation and Inspection for Company Officers Outcome Set	SLO 1
FIPT 342 Company Officer 2C: Fire Investigation and Inspection for Company Officers Outcome Set	SLO 2
FIPT 342 Company Officer 2C: Fire Investigation and Inspection for Company Officers Outcome Set	SLO 3
FIPT 343 Company Officer 2D: All Risk Command Operations for Company Officers Outcome Set	SLO 1

FIPT 343 Company Officer 2D: All Risk Command Operations for Company Officers Outcome Set	SLO 2
FIPT 343 Company Officer 2D: All Risk Command Operations for Company Officers Outcome Set	SLO 3
FIPT 344 Company Officer 2E: Wildland Incident Operations for Company Officers Outcome Set	SLO 1
FIPT 344 Company Officer 2E: Wildland Incident Operations for Company Officers Outcome Set	SLO 2
FIPT 344 Company Officer 2E: Wildland Incident Operations for Company Officers Outcome Set	SLO 3
FIPT 345 Instructor I: Instructional Methodology Outcome Set	SLO 1
FIPT 345 Instructor I: Instructional Methodology Outcome Set	SLO 2
FIPT 345 Instructor I: Instructional Methodology Outcome Set	SLO 3
FIPT 350 Chief Fire Officer 3 Outcome Set	SLO 1
FIPT 350 Chief Fire Officer 3 Outcome Set	SLO 2
FIPT 350 Chief Fire Officer 3 Outcome Set	SLO 3
FIPT 350 Chief Fire Officer 3 Outcome Set	SLO 3
FIPT 360A Advanced Open Water Lifeguard Training Outcome Set	SLO 1
FIPT 360A Advanced Open Water Lifeguard Training Outcome Set	SLO 2
FIPT 360A Advanced Open Water Lifeguard Training Outcome Set	SLO 3
FIPT 361 Current Issues and Skills Maintenance for Professional Firefighters Outcome Set	SLO 1
FIPT 361 Current Issues and Skills Maintenance for Professional Firefighters Outcome Set	SLO 2
FIPT 361 Current Issues and Skills Maintenance for Professional Firefighters Outcome Set	SLO 3
FIPT 362A In-service Fire Training Modules Outcome Set	SLO 1

FIPT 362A In-service Fire Training Modules Outcome Set	SLO 2
FIPT 362A In-service Fire Training Modules Outcome Set	SLO 3
FIPT 363 Refresher, Open Water Lifeguard Outcome Set	SLO 1
FIPT 363 Refresher, Open Water Lifeguard Outcome Set	SLO 2
FIPT 363 Refresher, Open Water Lifeguard Outcome Set	SLO 3
FIPT 364 Marine Firefighting Outcome Set	SLO 1
FIPT 364 Marine Firefighting Outcome Set	SLO 2
FIPT 364 Marine Firefighting Outcome Set	SLO 3
FIPT 365 All Terrain Vehicle Operations - Lifeguards Outcome Set	SLO 1
FIPT 365 All Terrain Vehicle Operations - Lifeguards Outcome Set	SLO 2
FIPT 365 All Terrain Vehicle Operations - Lifeguards Outcome Set	SLO 3
FIPT 366A Personal Watercraft Operations Outcome Set	SLO 1
FIPT 366A Personal Watercraft Operations Outcome Set	SLO 2
FIPT 366A Personal Watercraft Operations Outcome Set	SLO 3
FIPT 380W Basic Wildland Firefighter Academy Outcome Set	SLO 1
FIPT 380W Basic Wildland Firefighter Academy Outcome Set	SLO 2

FIPT 380W Basic Wildland Firefighter Academy Outcome Set	SLO 3
FIPT 381F Basic Fire Fighter 1 Academy Outcome Set	SLO 1
FIPT 381F Basic Fire Fighter 1 Academy Outcome Set	SLO 2
FIPT 381F Basic Fire Fighter 1 Academy Outcome Set	SLO 3
FIPT 381F Basic Fire Fighter 1 Academy Outcome Set	SLO 4
FIPT 381F Basic Fire Fighter 1 Academy Outcome Set	SLO 5
FIPT 381F Basic Fire Fighter 1 Academy Outcome Set	SLO 6
FIPT 381G Firefighter I Academy Skills Review and Certification Outcome Set	SLO 1
FIPT 381G Firefighter I Academy Skills Review and Certification Outcome Set	SLO 2
FIPT 381G Firefighter I Academy Skills Review and Certification Outcome Set	SLO 3
FIPT 381S San Diego City Basic Firefighter I Academy Outcome Set	SLO 1
FIPT 381S San Diego City Basic Firefighter I Academy Outcome Set	SLO 2
FIPT 381S San Diego City Basic Firefighter I Academy Outcome Set	SLO 3

FIPT 392L Special Topics in Fire Management Outcome Set	SLO 1
FIPT 392S Special Topics in Fire Management Outcome Set	SLO 1
FIPT 393L Special Topics in Hazardous Materials Outcome Set	SLO 1
FIPT 393S Special Topics in Hazardous Materials Outcome Set	SLO 1
FIPT 394L Special Topics in Firefighting Tactics Outcome Set	SLO 1
FIPT 394S Special Topics in Firefighting Tactics Outcome Set	SLO#1
FIPT 395L Special Topics in Open Water Lifeguarding Outcome Set	SLO 1
FIPT 395S Special Topics in Open Water Lifeguarding Outcome Set	SLO 1
FIPT 63 Personal Watercraft Operations Outcome Set	SLO 1
FIPT 63 Personal Watercraft Operations Outcome Set	SLO 1
FIPT 63 Personal Watercraft Operations Outcome Set	SLO 3

GEOG 101 Physical Geography Outcome Set	Theory
GEOG 101L Physical Geography Laboratory Outcome Set	SLO 1
Nation versus Country	SLO 1
GEOG 104 World Regional Geography Outcome Set	Country versus nation
GEOL 100 Physical Geology Outcome Set	Outcome GEOL 100
GEOL 101 Physical Geology Laboratory Outcome Set	GEOL 101 SLO
GEOL 104 Earth Science Outcome Set	GEOL 104
GEOL 111 The Earth Through Time Outcome Set	SLO 1
ARTD 158 Survey of Graphics Technology Outcome Set	SLO1
ARTD 160 Vector Art 01: Illustration Outcome Set	SLO #1
ARTD 170 Raster Art 01: Image Editing Outcome Set	SLO #1
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
ARTD 181 Projects 01: Multi-modal productions Outcome Set	SLO #1

This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
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HEAL 101 Health and Life-Style Learning Outcome Set	SLO 2: Nutrition
HEAL 101 Health and Life-Style Learning Outcome Set	SLO 1: Healthy Behavior Change
HEAL 101 Health and Life-Style Learning Outcome Set	SLO 3 - Fitness Program
HIST 100 World History I Outcome Set	History 100 Mongol Conquest
HIST 101 World History II Outcome Set	SLO 1
SLO 1	SLO 1

HIST 106 Introduction to Western Civilization II Outcome Set	SLO
HIST 109 History of the United States I Outcome Set	SLO 1
HIST 110 History of the United States II Outcome Set	SLO 1
HIST 115A History of the Americas I Outcome Set	SLO #1
HIST 115A History of the Americas I Outcome Set	SLO #2
HIST 115B History of the Americas II Outcome Set	SLO #1
HIST 115B History of the Americas II Outcome Set	SLO #2
HIST 121 Asian Civilizations in Modern Times Outcome Set	SLO1

HIST 141 Women in United States History I Outcome Set	SLO 1
SLO 1	SLO 1
HSEC 100 Introduction to Homeland Security Outcome Set	SLO 1
HSEC 100 Introduction to Homeland Security Outcome Set	SLO 2
HSEC 100 Introduction to Homeland Security Outcome Set	SLO 3
HSEC 110 Intelligence Analysis and Security Management Outcome Set	SLO 1
HSEC 110 Intelligence Analysis and Security Management Outcome Set	SLO 2
HSEC 110 Intelligence Analysis and Security Management Outcome Set	SLO 3
HSEC 120 Transportation and Border Security Outcome Set	SLO 1
HSEC 120 Transportation and Border Security Outcome Set	SLO 2
HSEC 120 Transportation and Border Security Outcome Set	SLO 3
HUMA 101 Introduction to the Humanities I Outcome Set	SLO #1
HUMA 101 Introduction to the Humanities I Outcome Set	SLO #2
HUMA 101 Introduction to the Humanities I Outcome Set	SLO #3
HUMA 102 Introduction to the Humanities II Outcome Set	SLO #1

HUMA 102 Introduction to the Humanities II Outcome Set	SLO #2
HUMA 106 World Religions Outcome Set	SLO #1
HUMA 106 World Religions Outcome Set	SLO #2
HUMA 106 World Religions Outcome Set	SLO #3
HUMA 201 Mythology Outcome Set	SLO #1
HUMA 201 Mythology Outcome Set	SLO #2
JOUR 202 Introduction to Mass Communication Outcome Set	SLO 1
JOUR 202 Introduction to Mass Communication Outcome Set	SLO 2
JOUR 202 Introduction to Mass Communication Outcome Set	SLO 3
JOUR 202 Introduction to Mass Communication Outcome Set	SLO 4
LEGL 100A Introduction to Paralegalism Outcome Set	Outcome 1
LEGL 100B Legal Procedures Outcome Set	SLO 1

LEGL 105 Legal Research Outcome Set	SLO 1
LEGL 110 Legal Writing & Communications Outcome Set	SLO 1
LEGL 115 Civil Litigation - Procedures Outcome Set	SLO 1
LEGL 120 Tort Law Outcome Set	SLO 1
LEGL 140 Law Office Management and Technology Outcome Set	SLO 1
LEGL 145 Federal Court Practices and Procedures Outcome Set	SLO 1

LEGL 150 Criminal Litigation and Procedure Outcome Set	SLO 1
LEGL 155 Employment Law Outcome Set	SLO 1
LEGL 160 Bankruptcy Law Outcome Set	SLO 1
LEGL 165 Family Law Outcome Set	SLO 1
LEGL 170 Corporate Law Outcome Set	SLO 1
LEGL 175 Estates, Trusts, and Wills Outcome Set	SLO 1
LEGL 180 Contract Law Outcome Set	SLO 1
LEGL 200 Elder Law Outcome Set	SLO 1
LEGL 205 Environmental Law Outcome Set	SLO 1 - Critical Thinking
LEGL 210 Immigration Law Outcome Set	SLO 1

LEGL 215 Administrative Law Outcome Set	SLO 1
LEGL 220 Intellectual Property Law Outcome Set	SLO 1
LEGL 225 Real Estate Law Outcome Set	SLO 1
LEGL 270 Work Experience Outcome Set	SLO 1
LIBS 101 Information Literacy and Research Skills Outcome Set	SLO #1 - Works Cited Page
LIBS 101 Information Literacy and Research Skills Outcome Set	SLO #2 - Boolean operators
LIBS 101 Information Literacy and Research Skills Outcome Set	SLO #3 - Resource reliabilty
MARK 100 Principles of Marketing Outcome Set	SLO 1: The 5P's of marketing
MARK 100 Principles of Marketing Outcome Set	SLO 2: Marketing plan

MARK 100 Principles of Marketing Outcome Set	SLO 3: Emerging technologies
MARK 270 Work Experience Outcome Set	SLO 1
SLO for Fall 2015-Spring 2018	Student Learning Outcome

SLO for Fall 2015-Spring 2018	Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey.

SLO for Fall 2015-Spring 2018	Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey.
MATH 047A Beginning Algebra and Practical Descriptive Statistics Outcome Set	SLO 1

MATH 047A Beginning Algebra and Practical Descriptive Statistics Outcome Set	SLO 2
MATH 104 Trigonometry Outcome Set	SLO 1
MATH 104 Trigonometry Outcome Set	SLO 2
MATH 104 Trigonometry Outcome Set	SLO 3
MATH 104 Trigonometry Outcome Set	SLO 4
MATH 115 Gateway to Experimental Statistics Outcome Set	SLO 1
MATH 115 Gateway to Experimental Statistics Outcome Set	SLO 2
MATH 116 College and Matrix Algebra Outcome Set	SLO #1
MATH 116 College and Matrix Algebra Outcome Set	SLO #2

MATH 116 College and Matrix Algebra Outcome Set	SLO #3
MATH 118 A Survey of Modern Mathematics Outcome Set	SLO 1
MATH 118 A Survey of Modern Mathematics Outcome Set	SLO 2
MATH 118 A Survey of Modern Mathematics Outcome Set	SLO 3
MATH 119 Elementary Statistics Outcome Set	SLO#1
MATH 119 Elementary Statistics Outcome Set	SLO #3

MATH 119 Elementary Statistics Outcome Set	SLO #2
MATH 121 Basic Techniques of Applied Calculus I Outcome Set	SLO 1
MATH 121 Basic Techniques of Applied Calculus I Outcome Set	SLO-2

MATH 121 Basic Techniques of Applied Calculus I Outcome Set	SLO-3
MATH 122 Basic Techniques of Calculus II Outcome Set	SLO 1
MATH 122 Basic Techniques of Calculus II Outcome Set	SLO 2
MATH 122 Basic Techniques of Calculus II Outcome Set	SLO 3
MATH 141 Precalculus Outcome Set	SLO-1
MATH 141 Precalculus Outcome Set	SLO-2
MATH 141 Precalculus Outcome Set	SLO-3

MATH 141 Precalculus Outcome Set	SLO-4
MATH 141 Precalculus Outcome Set	SLO-5
MATH 150 Calculus with Analytic Geometry I Outcome Set	SLO 1
MATH 150 Calculus with Analytic Geometry I Outcome Set	SLO 2
MATH 150 Calculus with Analytic Geometry I Outcome Set	SLO 3
MATH 150 Calculus with Analytic Geometry I Outcome Set	SLO 4
MATH 150 Calculus with Analytic Geometry I Outcome Set	SLO 5

MATH 151 Calculus with Analytic Geometry II Outcome Set	SLO-1
MATH 151 Calculus with Analytic Geometry II Outcome Set	SLO-2

MATH 151 Calculus with Analytic Geometry II Outcome Set	SLO-3
MATH 151 Calculus with Analytic Geometry II Outcome Set	SLO-4
MATH 210A Concepts of Elementary School Mathematics I Outcome Set	SLO 1

SLO for Math 245	SLO 1
SLO for Math 245	SLO 2
SLO for Math 245	SLO 3
SLO for Math 245	SLO 4
SLO for Math 245	SLO 5

SLO for Math 245	SLO 6
MATH 252 Calculus with Analytic Geometry III Outcome Set	SLO 1
MATH 252 Calculus with Analytic Geometry III Outcome Set	SLO 2
MATH 252 Calculus with Analytic Geometry III Outcome Set	SLO 3

MATH 254 Introduction to Linear Algebra Outcome Set	SLO 1
MATH 254 Introduction to Linear Algebra Outcome Set	SLO 2
MATH 254 Introduction to Linear Algebra Outcome Set	SLO 3
MATH 255 Differential Equations Outcome Set	SLO 1

MATH 255 Differential Equations Outcome Set	SLO 2
MATH 255 Differential Equations Outcome Set	SLO 3
Math 38 SLOs	SLO 1

Math 38 SLOs	SLO 2
Math 38 SLOs	SLO 3
Math 38 SLOs	SLO 4

Math 46 SLOs	SLO 1

Math 46 SLOs	SLO 2

Math 46 SLOs	SLO 3

Math 46 SLOs	SLO 4
Math 46 SLOs	SLO 5

MATH 96 Intermediate Algebra and Geometry Outcome Set	SLO2a (equation 1)
MATH 96 Intermediate Algebra and Geometry Outcome Set	SLO2b (equation 2)
MATH 96 Intermediate Algebra and Geometry Outcome Set	SLO2d (equation 3)
MATH 96 Intermediate Algebra and Geometry Outcome Set	SLO2d (equation 4)

MATH 96 Intermediate Algebra and Geometry Outcome Set	SLO2e (equation 5)
MATH 96 Intermediate Algebra and Geometry Outcome Set	SLO2e (equation 6)
MATH 96 Intermediate Algebra and Geometry Outcome Set	SLO2f (equation 7)
MATH 96 Intermediate Algebra and Geometry Outcome Set	SLO2f (question 8)
MLTT 201 Clinical Chemistry and Urinalysis Outcome Set	Comprehensive Knowledge

MLTT 201 Clinical Chemistry and Urinalysis Outcome Set	Comprehensive Knowledge
MLTT 201 Clinical Chemistry and Urinalysis Outcome Set	Laboratory Knowledge and Skills
MLTT 201 Clinical Chemistry and Urinalysis Outcome Set	Laboratory Knowledge and Skills
MLTT 201 Clinical Chemistry and Urinalysis Outcome Set	Clinical Correlations
MLTT 202 Clinical Hematology and Immunology Outcome Set	Apply Basic Principles
MLTT 202 Clinical Hematology and Immunology Outcome Set	Apply Basic Principles
MLTT 202 Clinical Hematology and Immunology Outcome Set	Working Comprehension

MLTT 202 Clinical Hematology and Immunology Outcome Set	Quality Assurance
MLTT 202 Clinical Hematology and Immunology Outcome Set	Clinical Correlations
MLTT203 Course outcomes	SLO 1. Procedure and tests
MLTT203 Course outcomes	SLO 1. Procedure and tests
MLTT203 Course outcomes	SLO 1. Procedure and tests
MLTT203 Course outcomes	SLO 2. Specimen collection & processing
MLTT203 Course outcomes	SLO 3. Microorganism identification
MLTT203 Course outcomes	SLO 4. Quality Assurance & Quality Control
MLTT203 Course outcomes	SLO 5. Apply Principles of Microbiology
MLTT 204 Principles of Blood Banking Outcome Set	Demonstrate theoretical and practical knowledge of blood banking and transfusion medicine
MLTT 51 Directed Clinical Practice in Clinical Chemistry Outcome Set	Safety
MLTT 51 Directed Clinical Practice in Clinical Chemistry Outcome Set	Test Methods
MLTT 51 Directed Clinical Practice in Clinical Chemistry Outcome Set	Demonstrate Learning
MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation Outcome Set	Safety

MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation Outcome Set	Quality Control
MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation Outcome Set	Parallel Test
MLTT 53 Directed Clinical Practice in Clinical Immunology and Immunohematology Outcome Set	Safety
MLTT 53 Directed Clinical Practice in Clinical Immunology and Immunohematology Outcome Set	Instrumentation
MLTT 53 Directed Clinical Practice in Clinical Immunology and Immunohematology Outcome Set	Test Methods
MLTT 53 Directed Clinical Practice in Clinical Immunology and Immunohematology Outcome Set	Practicum
MLTT 54 Directed Clinical Practice in Clinical Microbiology Outcome Set	Safety
MLTT 54 Directed Clinical Practice in Clinical Microbiology Outcome Set	Instruments
MLTT 54 Directed Clinical Practice in Clinical Microbiology Outcome Set	Test Methods
MLTT 54 Directed Clinical Practice in Clinical Microbiology Outcome Set	Quality Control
MUSI 100 Introduction to Music Outcome Set	SLO 1
MUSI 103 History of Rock Music Outcome Set	SLO 1
MUSI 109 World Music Outcome Set	SLO 1
MUSI 111 Jazz - History and Development Outcome Set	SLO 1
MUSI 116A College Piano I Outcome Set	SLO 1

MUSI 116B College Piano II Outcome Set	1. Play all major scales one octave, hands together
MUSI 116B College Piano II Outcome Set	2. Play all major cadences I, IV, I, V7 I hands together
MUSI 116B College Piano II Outcome Set	3. Sight read a simple two-part piece (both hands)
MUSI 116B College Piano II Outcome Set	4. Sight read a simple ensemble piece with other musicians
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
MUSI 132A Classical Guitar I Outcome Set	Students will play various scales, chords, and read simple guitar pieces in the lower positions using basic classic guitar technique.
MUSI 132B Classical Guitar II Outcome Set	Students play scales, chords, and develop repertoire in the upper positions using advanced right- and left-hand classic guitar technique.
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
MUSI 150A Basic Musicianship Outcome Set	SLO 1
MUSI 158A Music Theory I Outcome Set	SLO 1
MUSI 158B Music Theory II Outcome Set	SLO 1
SLO 1	SLO 1
SLO 1	SLO 2
MUSI 201 Recording Arts Outcome Set	SLO #1
MUSI 201 Recording Arts Outcome Set	SLO #2
MUSI 201 Recording Arts Outcome Set	SLO #3

MUSI 202 Computer Music Outcome Set	SLO 1
MUSI 202 Computer Music Outcome Set	SLO #2
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
MUSI 205A Projects in Electronic Music Outcome Set	SLO 1
MUSI 205B Projects in Electronic Music Outcome Set	SLO 1
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
MUSI 216 College Piano III Outcome Set	SLO #1
MUSI 216 College Piano III Outcome Set	SLO #2
MUSI 216 College Piano III Outcome Set	SLO #3
MUSI 216 College Piano III Outcome Set	SLO #4
MUSI 216 College Piano III Outcome Set	SLO #5
MUSI 216 College Piano III Outcome Set	SLO #6
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
MUSI 268A Beginning Ear Training Laboratory I Outcome Set	SLO 1
MUSI 268A Beginning Ear Training Laboratory I Outcome Set	SLO 2

MUSI 268B Beginning Ear Training Laboratory II Outcome Set	SLO 1
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
NUTR 150 Nutrition Outcome Set	1.Technological Awareness
NUTR 150 Nutrition Outcome Set	2. Personal Actions:
NUTR 150 Nutrition Outcome Set	3. Critical Thinking:
NUTR 153 Cultural Foods Outcome Set	Technological Awareness
NUTR 153 Cultural Foods Outcome Set	Personal Actions
NUTR 153 Cultural Foods Outcome Set	Critical Thinking
NUTR 155 Advanced Nutrition Outcome Set	Technological Awareness
NUTR 155 Advanced Nutrition Outcome Set	Personal Actions

NUTR 155 Advanced Nutrition Outcome Set	Critical Thinking
NUTR 170 Nutrition and Fitness Outcome Set	Technological Awareness:
NUTR 170 Nutrition and Fitness Outcome Set	Personal Actions
NUTR 170 Nutrition and Fitness Outcome Set	Critical Thinking:
NUTR 180 Nutrition and Diet Therapy Outcome Set	Technological Awareness
NUTR 180 Nutrition and Diet Therapy Outcome Set	Personal Actions
NUTR 180 Nutrition and Diet Therapy Outcome Set	Critical Thinking
PERG 120 College Success and Lifelong Learning Outcome Set	5. Develop and educational and career plan consistent with goals.

PERG 120 College Success and Lifelong Learning Outcome Set	3. Identify and demonstrate effective communication skills.
PERG 120 College Success and Lifelong Learning Outcome Set	8. Apply and Practice decision making and problem solving skills
PERG 130 Career - Life Planning Outcome Set	Job search
PERG 130 Career - Life Planning Outcome Set	Career Development information
PERG 130 Career - Life Planning Outcome Set	Personal characteristics
PERG 140 Life Skills and Personal Adjustment Outcome Set	Identifying obstacles
PERG 140 Life Skills and Personal Adjustment Outcome Set	Goal setting
PERG 140 Life Skills and Personal Adjustment Outcome Set	Group setting behaviors
PHIL 100 Logic and Critical Thinking Outcome Set	SLO #1
PHIL 100 Logic and Critical Thinking Outcome Set	SLO #2
PHIL 100 Logic and Critical Thinking Outcome Set	SLO #3
PHIL 101 Symbolic Logic Outcome Set	SLO #1

PHIL 101 Symbolic Logic Outcome Set	SLO #2
PHIL 101 Symbolic Logic Outcome Set	SLO #3
PHIL 102A Introduction To Philosophy: Reality and Knowledge Outcome Set	SLO #1
PHIL 102A Introduction To Philosophy: Reality and Knowledge Outcome Set	SLO #2
PHIL 102A Introduction To Philosophy: Reality and Knowledge Outcome Set	SLO #3
PHIL 102B Introduction To Philosophy: Values Outcome Set	SLO #1
PHIL 102B Introduction To Philosophy: Values Outcome Set	SLO #2
PHIL 102B Introduction To Philosophy: Values Outcome Set	SLO #3
PHIL 104A History of Western Philosophy Outcome Set	SLO #1
PHIL 104A History of Western Philosophy Outcome Set	SLO #2
PHIL 104A History of Western Philosophy Outcome Set	SLO #3
PHIL 107 Reflections on Human Nature Outcome Set	SLO #1
PHIL 107 Reflections on Human Nature Outcome Set	SLO #2
PHIL 107 Reflections on Human Nature Outcome Set	SLO #3
PHIL 205 Critical Thinking and Writing in Philosophy Outcome Set	SLO #1
PHIL 205 Critical Thinking and Writing in Philosophy Outcome Set	SLO #2

PHIL 205 Critical Thinking and Writing in Philosophy Outcome Set	SLO #3
PHYN 100 Survey of Physical Science Outcome Set	Physical Science 100
PHYN 101 Survey of Physical Science Laboratory Outcome Set	PHYN 101
PHYN 120 Physical Oceanography Outcome Set	phyn 120
PHYS 125 General Physics Outcome Set	physics 125
PHYS 125 General Physics Outcome Set	phys 125
PHYS 125 General Physics Outcome Set	physics 125
PHYS 126 General Physics II Outcome Set	physics 126
PHYS 126 General Physics II Outcome Set	phys 126
PHYS 180A General Physics SLO 1	Physics 180 A SLO 1
PHYS 180B General Physics II Outcome Set	PHYS 180B SLO 2
PHYS 181A General Physics Laboratory I Outcome Set	Exam question 1

PHYS 181B General Physics Laboratory II Outcome Set	Exam question 1
PHYS 195 Mechanics Outcome Set	Physics 195 Mechanics SLO 1
PHYS 196 Electricity and Magnetism Learning Outcome Set	Electricity and Magnetism Physics 196 SLO 1
PHYS 197 Waves, Optics and Modern Physics Learning Outcome Set	Physics 197 SLO 1
PHYS 197 Waves, Optics and Modern Physics Learning Outcome Set	Physics 197 SLO 1
POLI 101 Introduction to Political Science Outcome Set	SLO 1
POLI 102 The American Political System Outcome Set	SLO 1
POLI 103 Comparative Politics Outcome Set	SLO 1
POLI 140 Contemporary International Politics Outcome Set	SLO 1
POLI 277D Service Learning in College Governance Outcome Set	SLO 1
PSYC 101 General Psychology Outcome Set	Theories
PSYC 101 General Psychology Outcome Set	Method

PSYC 101 General Psychology Outcome Set	Culture
PSYC 123 Adolescent Psychology Outcome Set	Theories
PSYC 123 Adolescent Psychology Outcome Set	Domains
PSYC 123 Adolescent Psychology Outcome Set	Culture
PSYC 133 Psychology of Women Outcome Set	Theory
PSYC 135 Marriage and Family Relations Outcome Set	Theory
PSYC 137 Human Sexual Behavior Outcome Set	Scientific Method
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	
SLO 1	SLO 1
PSYC 201 Academic and Career Opportunities in Psychology Outcome Set	SLO #1
PSYC 201 Academic and Career Opportunities in Psychology Outcome Set	SLO #2
PSYC 211 Learning Outcome Set	SLO 1

PSYC 230 Psychology of Lifespan Development Outcome Set	SLO 1
PSYC 245 Abnormal Psychology Outcome Set	DSM
PSYC 245 Abnormal Psychology Outcome Set	mental health professionals
PSYC 245 Abnormal Psychology Outcome Set	Theories
PSYC 245 Abnormal Psychology Outcome Set	Culture
PSYC 255 Introduction to Psychological Research Outcome Set	Method
PSYC 255 Introduction to Psychological Research Outcome Set	Research Design
SLO 1	SLO 1
PSYC 259 Behavioral Science Statistics Laboratory Outcome Set	Mathematical Tests of Research Design
PSYC 260 Introduction to Physiological Psychology Outcome Set	Psychology 260
REAL 101 Real Estate Principles Outcome Set	SLO 1: History and Importance
REAL 101 Real Estate Principles Outcome Set	SLO 2: Agency

REAL 101 Real Estate Principles Outcome Set	SLO 3: Financing Instruments
REAL 101 Real Estate Principles Outcome Set	SLO 4: Knowledge Application
REAL 105 Legal Aspects of Real Estate I Outcome Set	SLO 1: Legal Concepts
REAL 105 Legal Aspects of Real Estate I Outcome Set	SLO 2: Contracts
REAL 105 Legal Aspects of Real Estate I Outcome Set	SLO 3: Real Property
REAL 105 Legal Aspects of Real Estate I Outcome Set	SLO 4: Landlord-Tenant Law
REAL 110 Principles of Real Estate Appraisal I Outcome Set	SLO 1: Real Property Characteristics
REAL 110 Principles of Real Estate Appraisal I Outcome Set	SLO 2: Markets
REAL 110 Principles of Real Estate Appraisal I Outcome Set	SLO 3: Higest and Best Use
REAL 115 Real Estate Finance I Outcome Set	SLO 1: Money and Credit
REAL 115 Real Estate Finance I Outcome Set	SLO 2: Financing

REAL 115 Real Estate Finance I Outcome Set	SLO 3: Qualifying
REAL 115 Real Estate Finance I Outcome Set	SLO 4: Special Financing
REAL 120 Real Estate Practice Outcome Set	SLO 1: Career Info
REAL 120 Real Estate Practice Outcome Set	SLO 2: Prospecting Process
REAL 120 Real Estate Practice Outcome Set	SLO 3: Purchase Process
REAL 120 Real Estate Practice Outcome Set	SLO 4: Listing
REAL 125 Real Estate Economics Outcome Set	SLO 1: Economics and Real Estate
REAL 125 Real Estate Economics Outcome Set	SLO 2: Government Regulation
REAL 125 Real Estate Economics Outcome Set	SLO 3: Analysis
REAL 125 Real Estate Economics Outcome Set	SLO 4: Investment Principles
REAL 140 Real Estate Appraisal II Outcome Set	SLO 1: Valuation

REAL 140 Real Estate Appraisal II Outcome Set	SLO 2: Capitalization of Income
REAL 140 Real Estate Appraisal II Outcome Set	SLO 3: Adjustments
REAL 140 Real Estate Appraisal II Outcome Set	SLO 4: Calculating Cash Flows
REAL 151 Real Estate Computer Applications Outcome Set	SLO 1: Computer Functions
REAL 151 Real Estate Computer Applications Outcome Set	SLO 2: The Internet
REAL 151 Real Estate Computer Applications Outcome Set	SLO 3: Web Searches
REAL 151 Real Estate Computer Applications Outcome Set	SLO 4: Software and Equipment
SOCO 101 Principles of Sociology Outcome Set	SLO 1
SOCO 110 Contemporary Social Problems Outcome Set	SLO 1
SOCO 201 Advanced Principles of Sociology Outcome Set	SLO 1

SOCO 220 Introduction to Research Methods in Sociology Outcome Set	SLO 1
SOCO 223 Globalization and Social Change Outcome Set	SLO 1
SLO1	SLO1
SPAN 102 Second Course in Spanish Outcome Set	Outcome 1

SPAN 201 Third Course in Spanish Outcome Set	SLO 1
SPAN 202 Fourth Course in Spanish Outcome Set	SLO 1

Spanish 210 outcomes	SLO 1
SPAN 211 Conversation and Composition Spanish II Outcome Set	SLO 1
SPAN 215 Spanish for Spanish Speakers I Outcome Set	This course is not offered at this time.
SUST 101 Introduction to Sustainability Outcome Set	Components of Sustainability
SUST 101 Introduction to Sustainability Outcome Set	Evaluation of models
SUST 101 Introduction to Sustainability Outcome Set	Future sustainable development

TAGA 101 First Course in Tagalog Outcome Set	SLO #1
TAGA 102 Second Course in Tagalog Outcome Set	Student Learning Outcome for Tagalog 102
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.	

Outcome Description	Measure Title
Accurately complete an accounting cycle preparing journal entries; posting to the general ledger; and preparing a worksheet, financial statements, adjusting and closing entries and post closing trial balance.	SLO Exam
Analyze and record business transactions using double entry accounting method and in accordance with GAAP.	SLO Exam
Prepare an Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows for one accounting cycle.	Exam at end of semester
Prepare and analyze information using various costing methods: Job Order Costing, Process Costing, and Activity Based Costing	SLO Exam #1
Construct and evaluate accounting information for the purpose of making business decisions.	SLO Exam #2
Calculate tax liability for each of the four classifications: Single, Married Filing Jointly, Married Filing Separately, Head of Household	SLO #1 Exam
Prepare a federal income tax return in proper form according to current federal tax rules and regulations	SLO #2 Midterm/Final Tax Return
Demonstrate proficient knowledge of Individual California income tax and its differences from federal tax law.	SLO #1 Federal versus California tax regulations
Prepare a California individual income tax return in proper form according to current California tax rules and regulations	SLO #2 Prepare a California tax return beginning with Federal AGI
Complete the accounting cycle for a business using current accounting software	SLO #1 Complete Accounting Cycle using accounting software

Complete an income statement, retained earnings statement, balance sheet, and cash flow statement using current accounting software	SLO #2 Prepare the four primary financial statements using accounting software
Understanding the GAAP measurement requirements of specific financial statement accounts	SLO #1 Understanding GAAP requirements for intermeditate financial accounting
Preparation and reporting of corporate financial statements based on GAAP requirements	SLO #2 Prepare and report financial statements using GAAP requirements
Understanding IFRS changes and how they affect GAAP and financial reporting	SLO #3 Understand IFRS changes and how it affects GAAP reporting
Analyze the major components of the U.S. criminal justice system.	Exam Questions
Compare and contrast U.S. criminal court systems.	Outcome 2
Identify the processes by which a criminal case progresses from investigation to appeal.	Exam Questions
Articulate and discuss the structural framework of criminal law.	Exam Questions
Analyze the historical origins of U.S. criminal law.	Exam Questions
Identify and apply relevant constitutional legal principles to criminal law.	Exam Questions
Analyze the development and current status of issues related to police and community relations.	Exam Questions
Identify and discuss programs and approaches used to develop and enhance relations between different types of communities and the police.	Exam Questions
Define multi-culturalism and explain how it affects police-community relations.	Exam Questions
Describe and analyze violations of California criminal law.	Exam Questions
Compare and contrast crimes, including their underlying elements.	Exam Questions
Explain levels of severity and defenses to crime.	Exam Questions

Describe the process of juvenile detention, court procedure and case disposition.	Exam Questions
Evaluate juvenile justice procedures and correctional policies.	Exam Questions
Articulate methods for juvenile delinquency prevention.	Exam Questions
Describe and explain the sequential stages in a criminal investigation.	Exam Questions
Identify various investigative techniques used during criminal investigations.	Exam Questions
Distinguish ethical principles in an investigation and examine how they may play a role in the outcome of a case.	Exam Questions
Organize and develop a cohesive written report, synthesizing several sources, defining problems and formulating conclusions.	Exam Questions
Anticipate and understand the potential uses of written communication in all facets of the criminal justice system	Exam Questions
Identify and apply constitutional and legal principles to written communications in the criminal justice system.	Exam Questions
Classify laws specific to illegal drug possession, manufacture, and distribution.	Exam Questions
Evaluate the role that law enforcement plays in the enforcement of drug laws.	Exam Questions
Explain how drugs affect the human body and how this perpetuates drug abuse.	Exam Questions
Analyze current gang-related laws and prosecution efforts and judge how effective they are to address gang problems.	Exam Questions
Determine reasons that youth join gangs and elaborate on various gang subcultures and how gang member identify themselves.	Exam Questions
Examine how law enforcement gathers street-level intelligence and classifies gang members.	Exam Questions

Examine the functions of the U.S. criminal justice system from detention through release back into society	Exam Questions
Explain the application of constitutional principles to criminal procedure.	Exam Questions
Identify and analyze concepts of due process as related to criminal litigation.	Exam Questions
Discover the historical development of the rules of evidence that apply in contemporary state and federal courts.	Exam Questions
Describe the adversarial process in the presentation of evidence, and compare and contrast the roles of the prosecutor, defense counsel, judge and jury.	Exam Questions
Analyze different types of evidence and rules regarding the admissibility of testimony, documentary evidence, and real evidence.	Exam Questions
Explain and defend proper evidence collection and packaging techniques.	Exam Questions
Prioritize the steps in processing a crime scene.	Exam Questions
Develop a hand drawn crime scene sketch and elaborate with a final report describing a scene.	Exam Questions
Analyze the separation of powers provided by the U.S. Constitution.	Exam Questions
Explain constitutional provisions as interpreted by U.S. courts.	Exam Questions
Discuss individual liberties protected by the U.S. Constitution.	Exam Questions
Pursuant to the requirement of the California Commission on Peace Officer Standards and Training, the student will achieve the skills necessary to perform a job or function.	POST Assessment
Define the key components to situation assessment.	POST Assessment
Define the legal requirements and standards for emergency care.	POST Assessment
Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function.	POST Assessment

Identify the key components of advanced traffic accident investigation.	Exam Questions
Define the various techniques for preparing scale diagrams.	Exam Questions
Define the legal and technical uses of moving and stationary radar.	Exam Questions
Define the state and federal laws and court decisions that relate to the use of radar and traffic enforcement.	Exam Questions
Define the steps to properly investigate and document traffic collisions.	Exam Questions
Define the primary cause and other associated factors in a collision.	Exam Questions
Define the technical and legal issues involved in detection, apprehension and prosecution of the "under the influence driver".	1
Define the effects of alcohol as well as the varied results obtained from the three types of chemical tests.	1
Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function.	POST Assessment
Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function.	POST Assessment
Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function.	POST Assessment

Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function.	POST Assessment
Define the written plan to execute a search warrant.	1
Define the proper managing principals and use of informants.	1
The student will demonstrate their knowledge of effective training techniques for newly assigned police officers	Exam
Student will demonstrate their knowledge of methods employed to enhance trainee feedback and evaluation, learning styles, and communication skills	Exam
This course was not offered during the current assessment cycle. No data is available.	Exam
Implement POST-mandated Training and Testing Specifications updates.	SLO 1
Implement POST-mandated Training and Testing Specifications updates.	SLO 1
Student will demonstrate their proficiency in regional law enforcement policies and procedures	Exam
Define the key components to civil crisis management, custody and information systems.	Exam
Demonstrates their knowledge of current laws of arrest as sheriff deputies	Exam
Demonstrates their knowledge of current laws pertaining to the use of lethal and non-lethal force as deputy sheriffs	Exam
This course was not offered during the current assessment cycle. No data is available.	POST Assessment
Student will demonstrate their knowledge of the range and limitations of a LIDAR device.	Exam

Student will demonstrate their knowledge of the law, as it applies to the LIDAR device.	Exam
This course was not offered during the current assessment cycle. No data is available.	Exam
Student will demonstrate an understanding of drug laws and recognizing the major drug categories, their effects, and associated types of paraphernalia.	Exam
Student will demonstrate the knowledge of how to effectively address drug abuse issues that are encountered in law enforcement.	Exam
This course was not offered during the current assessment cycle. No data is available.	Exam
The student will be able to apply adult learning theory and create an interactive learning activity.	70% SLO Attainment
Define the current role of law enforcement in society.	1
Define the elements of California criminal law general statutes.	1
Define the key components to civil crisis management, custody and information systems.	1
Define the handling of crimes against persons investigations.	1
Define the key components to the Welfare and Institutions classifications, Alcohol Beverage Control laws.	1
Define the principles of community oriented policing.	1
Define the key components of officer survival, crimes in progress and combat situations.	1

Define the steps of preliminary investigations for missing persons.	1
Identify the principles and components that affect modern law enforcement.	1
The student will evaluate the damage that drugs cause to society.	1
Students are able to communicate how the scientific method is used to examine evolution by natural selection and how heredity works to shape populations.	Scientific Method
Students are able to communicate current scientific understandings of human evolution beginning with primates through modern human origins.	Human Evolution
Students understand a range of modern human adaptations and are able to communicate critical thinking about issues such as race and nutrition.	Modern Human Adaptation
Students are able to communicate the global perspective of cultural anthropology through issues of ethnocentrism and race, as well as the methods used to gain anthropological knowledge.	Anthropological Perspective
Students understand and think critically about human cultural adaptations such as social structure, economics, maintaining order, belief systems and family patterns.	Cultural Adaptations
Students understand the range of applications of cultural anthropology in a global context.	Applying Anthropology
Students use physical anthropological knowledge and techniques to solve problems, demonstrating competency in basic genetics, osteology, and primate anatomy.	Problem Solving
Students will analyze and communicate an understanding of non-human primate behavior.	Primate Behavior
Students will be able to communicate their knowledge of the study of archeology, including history and trends.	Archaeology Knowledge

Students will select and evaluate the archaeological skills required to develop and conduct archaeological research related to artifact collection and the development of cultural models.	Archaeological Skills
Students will understand the timeline and impact of ancient societies.	Ancient Societies
Students will demonstrate critical thinking by using evidence from archaeological case studies to describe and explain anthropological findings.	Critical Thinking
Understanding of the definition of Art, the function it serves, and its effect on people's reactions and thinking. Ability to explain the Visual elements of art using appropriate Language of Art. Students will be able to describe, analyze, interpret and evaluate works of art based on the formal elements. Demonstrate ability to explain the Principles of Design. Students will be able to describe, analyze, interpret and evaluate works of art based on the formal elements.	Exam questions
Ability to explain the form of art and describe the creation process using appropriate Language of Art. Students will be able to apply the information about the form of art in the overall analysis: describe, analyze, interpret and evaluate works of art.	SLo 2
Demonstrate an understanding of the various styles of art throughout history. Be able to place a work of art in a time period based on its style and logically explain through critical thinking the reasoning behind that.	SLO 3
Compare and contrast, in discussion as well as in written responses, specific styles and movements in contemporary art and identify their salient characteristics.	SLO #1
Be able to discuss and compare the style, context and meaning of works of art in written form through exam responses, reflective essays and research papers.	SLo 2
Ability to analyze how Modern Art developed from the mid-1800s up to 1945	SLO #1
Explain the origin and development of modern sculpture and architecture from the revival of Neoclassicism to Modernist techniques.	SLo 2

Demonstrate ability to explain the characteristics of the art from the Prehistoric to Gothic eras.	SLO #1
Demonstrate understanding of the architectural traditions during the Prehistoric to Gothic Periods.	SLo 2
Ability to explain the characteristics of art from the Renaissance to Impressionist periods	SLO #1
Ability to explain the connections of the visual arts with culture from the Renaissance to Modern periods	SLo 2
Demonstrate an understanding of the arts and cultures of the African continent from Prehistoric to Modern times	SLO 1
Demonstrate an understanding of the arts and cultures of Native America from Prehistoric to Modern times	SLO 2
Demonstrate an understanding of the arts and cultures of Oceania from Prehistoric to Modern times	SLO 3
Understanding of the arts and cultures of India from Prehistoric to Modern times	Measure 1
Understanding of the arts and cultures of China from Prehistoric to Modern times	Measure 2
Understanding of the arts and cultures of Japan from Prehistoric to Modern times.	Measure 3
Students can successfully demonstrate the methodologies and technical skills inherent to an understanding of the elements and principles of design within a diverse conceptual, cultural and art historical framework, allowing for the formulation of aesthetically effective projects.	SLO #1
Students demonstrate an increased awareness and understanding of contemporary trends, processes and concepts in visual art and design. They have connected this awareness, both formally and/or conceptually, to the projects and class discussions.	SLO #2
Students will gain the skills and knowledge needed for entry level employment.	SLO #1

Students will gain the skills and knowledge needed for career advancement	SLO #2
Students demonstrate that they can successfully employ a variety of traditional and alternative sculpture media and in order to develop and analyze 3-dimensional form in space.	SLO #1
Students are able demonstrate their ability to analyze and critique visual art using a developed and sophisticated vocabulary.	Measure: SLO #2
Students demonstrate that they can successfully employ a variety of drawing media in order to analyze the technical and aesthetic potential of each medium and to investigate the elements and principles of design in projects and presentations that address the field of drawing.	SLO #1
Students demonstrate an increased awareness and application of contemporary trends, processes and concepts in the field of Drawing and have connected these, both formally and/or conceptually, to the projects and class discussions.	SLO 2
Students demonstrate that they can successfully employ a variety of traditional and experimental drawing media in order to analyze the technical and aesthetic potential of each medium and to further investigate the elements and principles of design in projects and presentations that demonstrate and intermediate level of understanding of the field of drawing.	SLO #1

Students demonstrate an intermediate level of awareness and understanding of contemporary trends, processes and concepts in visual art, and have connected these, both formally and/or conceptually, to the projects and class discussions.	SLO# 2
Students demonstrate the foundation-level, technical skills developed when studying the discipline of Painting, including the demonstration of a sophisticated application of the medium as well as an understanding of the elements and principles of design.	SLO #1
Students demonstrate the development of critical thinking skills regarding the evaluation of artwork in terms of formal issues, iconography, contemporary trends and cultural/historical context.	SLO #2
Students demonstrate an intermediate-level, informed application of a variety of painting media in order to further analyze the physical, technical and aesthetic potential of both traditional and experimental media within the field of painting.	SLO#1

Students demonstrate an intermediate level of awareness and application of contemporary trends, processes and concepts in visual art and has connected these, both formally and/or conceptually, to the projects and class discussions.	SLO #2
Students demonstrate an informed and developed application of a variety of painting media in order to further analyze the physical, technical and aesthetic potential of both traditional and experimental approaches within the discipline of Painting.	SLO #1
Students demonstrate a practice of conceptual development applied in conjunction with the formal development of their work and are able to recognize and connect these two approaches during analysis and critique.	SLO #2
Students further demonstrate an informed and advanced application of a variety of painting media in order to further analyze the physical, technical and aesthetic potential of both traditional and experimental approaches within the discipline of Painting.	SLO #1

Students further demonstrate an advanced and sophisticated level of conceptual development applied in conjunction with the formal development of their work and are able to recognize and connect these two approaches during analysis and critique.	SLO #2
Apply elements and principles of visual design to craft objects using a variety of materials.	SLO #1
Apply problem solving experiences to improve designs, techniques and concepts using various media	SLO #2
Apply elements and principles of visual design to craft objects using a variety of materials at an intermediate- level of understanding.	SLO #1
Apply elements and principles of visual design to craft objects using a variety of materials at an advanced- level of understanding.	SLO #1
Students demonstrate that they can successfully employ a variety of hand-building and wheel-throwing techniques as well as various finishing techniques including the correct use of ceramic glazes.	SLO #1
Students further demonstrate that they can successfully employ variety of complex media-specific techniques as well as advanced wheel-work and finishing techniques including the correct use of ceramic glazes.	SLO #1
Students demonstrate that they can successfully employ advanced ceramic techniques including the use of mixed media.	SLO #1
Description and understanding of the six processes of printmaking for production of two dimensional images in limited editions, and in sets of identical or nearly identical prints.	This course is in the process of deactivation
Intermediate understanding of the six processes of printmaking for production of two dimensional images in limited editions, and in sets	This course is in the process of deactivation
Advanced understanding of the six processes of printmaking for production of two dimensional images in limited editions, and in sets	This course is in the process of deactivation

Students demonstrate that they can successfully employ a variety of traditional and alternative drawing media in order to analyze the technical and aesthetic potential of each medium in terms of figure drawing.	SLO #1
Students are able to render the figure with accuracy from observation, demonstrating a clear understanding of scale, value, proportion and mass.	SLO #2
Students demonstrate an intermediate-level ability to successfully utilize a variety of traditional drawing and alternative media in order to analyze the technical and aesthetic potential of each medium in terms of rendering the figure.	SLO #1
Students are able to render the figure with intent, sophistication and accuracy from observation, while demonstrating an awareness of contemporary trends through their ability to take risks in terms of stylization.	SLO #2
A beginner-level understanding and application of the practical skills addressed in the course will be assessed	SLO #1

An intermediate-level understanding and application of the practical skills addressed in the course will be assessed	This course has not been offered and it's viability is being assessed by discipline faculty.
An advanced-level understanding and application of the practical skills addressed in the course will be assessed	This course has not been offered and it's viability is being assessed by discipline faculty.
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Students will further develop their understanding of their various 2-D studio-course material through the use of additional lab time.	SLO #1
Students will further develop their understanding of their various 3-D studio and Ceramics course material through the use of additional lab time.	SLO #1
Practical Skills Test A timed, real world test typical of current employment process. Student creates packaging for a product line according to specific written & verbal requirements in one hour.	SLO #1

Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Students will describe qualitatively the physical causes for the apparent motions of the sky and explain correctly the physical cause for the seasons of the Earth.	Assessment for SLO 1
The student will demonstrate ability to apply the scientific method in analyzing an astronomy related phenomenon, and to write a scientific report of the phenomenon.	Lab Report
Demonstrate shop safety regarding working procedures and hazardous waste handling.	Written
Navigate service information website (Toyota TIS, Honda SIS).	Written
Prepare inspection sheets and repair orders to industry standards.	Written

Service, repair and diagnosis of engine related systems.	Skill
Service, repair and diagnosis of the engine assembly.	Skill
Demonstrate the proper use of a digital multi-meter (DMM).	Skill
Use a wiring diagram to perform circuit analysis.	Written
Diagnosis of the battery, engine starting, and charging systems.	Skill
Diagnosis of computer and control circuits.	Written
Service, repair or diagnosis of multiplex electrical circuits and components.	Written
Service, repair or diagnosis of Supplemental Restraint System (SRS)	Written
Familiarization with hybrid vehicle high voltage system and related safety precautions.	Written
Service, repair, or diagnosis of ignition systems.	Written
Diagnose Engine Control System Faults	Written
Diagnose Fuel Delivery System Operation	Written
Service, repair, or diagnosis of enhanced On-Board Diagnostics (OBD) engine controls.	Written
Service, repair or diagnosis of A/F sensor, O2 sensor, and fuel trim.	Written
Service, repair or diagnosis of emission control systems.	Written
Repair or diagnosis of failed vehicle tailpipe emissions.	Written

Use and maintenance of refrigerant handling equipment.	Written
Service, repair, or diagnosis of climate systems' hydraulics.	Written
Service, repair, or diagnosis of airflow and temperature controls.	Written
Service, repair or diagnosis of clutch systems.	Written
Service, repair or diagnosis of drive shafts and axle shafts.	Written
Service, repair, or diagnosis of front wheel drive transaxles.	Written
Service, repair, or diagnosis of transmission hydraulic system.	Written
Service, repair, or diagnosis of FWD and RWD transmissions.	Written
Service, repair, or diagnosis of transmission electronic controls.	Written
Service, repair, or diagnosis of disk brake systems.	Written
Service, repair, or diagnosis of drum brake systems.	Written
Service, repair, or diagnosis of brake systems' hydraulics.	Written
Service, repair, or diagnosis of brake boosters.	Written
Service, repair, or diagnosis of brake systems' electronic controls.	Written
Service, repair and diagnosis of tires and wheels.	Written
Service, repair, or diagnosis of steering systems.	Written
Service, repair, or diagnosis of suspension systems.	Written
Service, repair, or diagnosis of vehicle handling and tire wear concerns.	Written

Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
	SP2 Test
	Skill
	Skill
C889 Remove and replace timing belt: verify correct camshaft timing.	Skill
C731 Assemble engine block.	Skill
C578 Perform cooling system pressure and dye tests to identify leaks; check coolant condition and level; inspect and test radiator, pressure cap, coolant recovery tank, and heater core and galley plugs; determine necessary action.	Skill
C818 Confirm proper battery capacity for vehicle application; perform battery capacity test; determine necessary action.	Skill
C309 Perform starter current draw tests; determine necessary action.	Skill
C315 Perform charging system output test; determine necessary action.	Skill
C817 Diagnose the cause(s) of excessive key-off battery drain (parasitic draw); determine necessary action.	Skill
C327 Diagnose (troubleshoot) causes of incorrect horn operation; perform necessary action.	Skill
C337 Remove and reinstall door panel.	Skill
C709 Perform cylinder cranking and running compression tests; determine necessary action.	Skill
C663 Inspect and test crankshaft and camshaft position sensor(s); perform necessary action.	Skill
C842 Inspect and test fuel injectors.	Skill

C870 Inspect and test components and hoses of the evaporative emissions control system; perform necessary action.	Skill
	Skill
	Skill
	Skill
C824 Performance test A/C system; identify problems.	Skill
C658 Evacuate and charge A/C system; add refrigerant oil as required.	Skill
C656 Perform correct use and maintenance of refrigerant handling equipment according to equipment manufacturer's standards.	Skill
C105 Drain and refill manual transmission/transaxle and final drive unit.	Skill
C111 Bleed clutch hydraulic system.	Skill
C849 Inspect, service, and replace shafts, yokes, boots, and universal/CV joints.	Skill
C155 Remove and replace drive axle shafts.	Skill
C902 Check fluid level in a transmission or a transaxle equipped with a dip-stick.	Skill
C907 Drain and replace fluid and filter(s).	Skill

C689 Measure transmission/transaxle end play or preload; determine necessary action.	Skill
C705 Bleed and/or flush brake system.	Skill
C248 Remove, clean, and inspect brake shoes, springs, pins, clips, levers, adjusters/self-adjusters, other related brake hardware, and backing support plates; lubricate and reassemble.	Skill
C628 Clean and inspect rotor, measure rotor thickness, thickness variation, and lateral runout; determine necessary action.	Skill
C275 Remove and reinstall sealed wheel bearing assembly.	Skill
C185 Inspect, replace, and adjust tie rod ends (sockets), tie rod sleeves, and clamps.	Skill
C618 Prepare vehicle for wheel alignment on the alignment machine; perform four wheel alignment by checking and adjusting front and rear wheel caster, camber; and toe as required; center steering wheel.	Skill
C620 Dismount, inspect, and remount tire on wheel; Balance wheel and tire assembly (static and dynamic).	Skill
C937 Identify and test tire pressure monitoring system (indirect and direct) for operation; calibrate system; verify operation of instrument panel lamps.	Skill
Conduct Acceleration Simulation Mode, Two-Speed Idle tests, and OBD Systems Inspections correctly.	Skill
Identify and differentiate the basic functions of vehicle engines and emission controls.	Written
Evaluate emission test results and diagnostic information to determine the most likely cause of test failures.	Written
Interpret and understand the Smog Check Inspection Manual's laws and regulations.	Written

Demonstrate preparedness to complete the FAA Private Pilot-Airplane knowledge examination.	AVIA 101 SLO 2 ASSESSMENT

Students will demonstrate FAA test taking skills and a basic understanding of how an airplane flies by: A.) Defining the three axis of flight; B.) Identifying the importance of the critical angle of attack; C.) Defining the four forces in flight; D.) Identifying the importance of the Center of Gravity (CG) location.	AVIA 101 SLO 1 ASSESSMENT

Demonstrate proper traffic pattern operations including takeoff, landing and go-around in the flight simulator	AVIA 101L SLO 3 Assessment

Students will be prepared to enroll in the Basic Instrument Flight Lab.	AVIA 101L SLO 2 ASSESSMENT

Assess the history and current state of the aviation industry	AVIA 105 SLO 1 ASSESSMENT

Relate government policies such as aviation regulations to industry practices	AVIA 105 SLO 2 ASSESSMENT

Describe airline management and labor union relations and the historical patterns and regulations that influence them	AVIA 105 SLO 3 ASSESSMENT
Describe the basic structure and composition of the atmosphere	AVIA 115 SLO 1 Assessment
Compare and contrast the characteristics of warm fronts, cold fronts, stationary fronts, and occluded fronts	AVIA 115 SLO 2 Assessment
Interpret aviation weather charts, briefs, reports, and forecasts and explain their application to flight	AVIA 115 SLO 3 Assessment

Examine the purpose of the national airport-airway system and its role in public transportation	AVIA 125 SLO 1 ASSESSMENT

Describe the functional, political and operational structures of public airports	AVIA 125 SLO 2 ASSESSMENT
Differentiate among leadership, management, and formal and informal authority in the aviation field	AVIA 128 SLO 1 Assessment

Select among alternate courses of action in a given team situation by applying ethical theory to decision-making	AVIA 128 SLO 2 Assessment
Analyze an aircraft accident to determine threats to safety of flight; the role of human factors; crew decisions; and in-flight and post-flight outcomes	AVIA 133 SLO 1 Assessment

Develop personal strategies to minimize the risks of human error during flight or other high-risk activity	AVIA 133 SLO 2 Assessment
Evaluate how psychological factors such as attitudes, emotions, assertiveness, and cognitive processes affect decision-making and human error	AVIA 133 SLO 3 Assessment

Evaluate how environmental factors such as aircraft capabilities, automation, and the physical and organizational environment affect decision-making and human error	AVIA 133 SLO 4 Assessment
Students will be prepared to complete the Private Pilot Rotorcraft-Helicopter FAA Knowledge Test.	AVIA 151 SLO 1 Assessment
Describe the aerodynamic principles of helicopter flight	AVIA 151 SLO 2 Assessment

Calculate helicopter performance and operating characteristics in order to evaluate the impact of varying environmental conditions on safe operations	AVIA 151 SLO 3 Assessment
Analyze the operating principles of the pitot-static, gyroscopic, magnetic, and engine instruments and their impact on IFR flight	AVIA 195 SLO 1 Assessment

Successfully plan a safe and legal IFR flight by evaluating all pertinent data to include FAR; airspace restrictions; weather reports and forecasts; and navigation equipment, charts, and publications	AVIA 195 SLO 2 Assessment

Student will be prepared to take the FAA Instrument-Airplane Knowledge Test.	AVIA 195 SLO 3 Assessment

Interpret and employ pitot-static, gyroscopic, magnetic, and engine instrument readings in IFR flight	AVIA 195L SLO 1 Assessment

Evaluate the primary and secondary instruments for attitude instrument flight	AVIA 195L SLO 2 Assessment

Demonstrate the procedures used for climbs, descents, turn patterns, and recovery from unusual attitudes solely by reference to instruments	AVIA 195L SLO 3 Assessment

Demonstrate appropriate instrument flight techniques including scanning techniques and use of primary and secondary instruments for attitude instrument flight	AVIA 195L SLO 4 Assessment

Demonstrate the procedures used for climbs, descents, turn patterns, and recovery from unusual attitudes solely by reference to partial panel instruments	AVIA 196L SLO Assessment

Evaluate and employ Very High Frequency Omnirange (VOR) and Global Positioning Equipment (GPS) equipment indications for basic navigation by intercepting and tracking radials and bearings	AVIA 196L SLO Assessment

Execute precision, non-precision, missed, and circling approach procedures	AVIA 196L SLO Assessment
Analyze the principles and operations of basic and advanced aerodynamics, powerplants, and large, multi-engine aircraft systems	AVIA 201 SLO Assessment

Describe and interpret applicable commercial pilot Federal Aviation Regulations	AVIA 201 SLO Assessment
Calculate the weight & balance and performance of a large, multi-engine aircraft and analyze the impact on advanced aircraft performance	AVIA 201 SLO Assessment

Demonstrate FAA test taking skills and a basic understanding of aviation instructor role by: 1.) Identifying factors which effect the student learning process; 2.) Identifying barriers to learning; 3.) Identifying human behavior factors and barriers to effective communication.	AVIA 211 SLO 1 ASSESSMENT
Demonstrate an instructor level comprehension of aviation knowledge and an understanding of teaching methods by planning an instructional activity.	AVIA 211 SLO 2 ASSESSMENT
Students will demonstrate FAA practical test-related skills and a basic understanding of student pilot flight instruction.	AVIA 211L SLO 1 ASSESSMENT

Students will feel prepared to demonstrate and instruct private pilot flight maneuvers.	AVIA 211L SLO 2 ASSESSMENT
Demonstrate a basic understanding of instructing instrument flight rules (IFR) by simultaneously explaining and demonstrating: A.) Properly tuning and identifying a navigation aid; B.) Successfully tracking a radial while maintaining assigned altitude and airspeed.	AVIA SLO 1 ASSESSMENT

Demonstrate a basic understanding of instructing an instrument approach by simultaneously explaining and demonstrating: A.) Properly tuning, identifying and briefing an instrument approach; B.) Successfully executing assigned instrument approach; C) Safely executing a missed approach.	AVIA 215L SLO 2 ASSESSMENT
Demonstrate a basic understanding of instructing holding patterns by simultaneously explaining and demonstrating: A.) Properly tuning, identifying and briefing an instrument holding pattern; B.) Successfully entering a holding pattern; C) Successfully accounting for winds.	AVIA 215L SLO 3 ASSESSMENT

Demonstrate an advanced understanding of instructing instrument flight rules (IFR) by simultaneously explaining and demonstrating: A.) Properly tuning and identifying a navigation aid; B.) Successfully tracking a radial while maintaining assigned altitude and airspeed.	AVIA 216L SLO 1 ASSESSMENT
Demonstrate an advanced understanding of instructing an instrument approach by simultaneously explaining and demonstrating: A.) Properly tuning, identifying and briefing an instrument approach; B.) Successfully executing assigned instrument approach; C) Safely executing a missed approach.	AVIA 216L SLO 2 ASSESSMENT

Demonstrate an advanced understanding of instructing holding patterns by simultaneously explaining and demonstrating: A.) Properly tuning, identifying and briefing an instrument holding pattern; B.) Successfully entering a holding pattern; C) Successfully accounting for winds.	AVIA 216L SLO 3 ASSESSMENT
Demonstrate an understanding of the group dynamics of high-risk teams by identifying impact of individual, group and systemic influences on team performance.	AVIA 228 SLO 1 ASSESSMENT
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1

Students will complete at least 48 hours of service learning per unit.	MEASURE 1
The student will demonstrate FAA test taking skills and a basic understanding of how an airplane operates by: 1. Defining the elements of lift. 2. Describing primary and secondary flight control functions 3. Identifying major structural components.	AVIM 101G SLO 1 Assessment
The student will demonstrate ability to read, comprehend, and apply information contained in FAA and manufacturers' aircraft maintenance specifications, data sheets, manuals, publications, and related Federal Aviation Regulations, Airworthiness Directives, and Advisory material. In addition, the student will show an understanding of the privileges and limitations of mechanics outlined in FAR Part 65 and of the requirements and procedures associated with weight and balance of an aircraft.	AVIM 101G SLO 2 Assessment

The student will demonstrate an understanding of the composition and operation of gravity and pressure feed fuel systems, along with associated tubing, lines, and fittings. In addition, the student will demonstrate an understanding of aircraft operation, position, and system monitoring instruments and their support systems.	AVIM 101H SLO 1 Assessment
The student will demonstrate an understanding of aircraft repair and support processes, including ferrous and non-ferrous material and heat treating processes, non-destructive testing methods, precision measuring devices, aircraft hardware systems, and corrosion control.	AVIM 101H SLO 2 Assessment

The student will demonstrate the proper use of safetying devices such as safety wire and cotter keys to secure aircraft fasteners.	AVIM 102G SLO 1 Assessment
The student will demonstrate the ability to research information on certified aircraft, using FAA Type Certificate Data Sheets, Airworthiness Directives, and other publications. In addition, the student will demonstrate the ability to compute a proper and legal weight and balance for a given aircraft.	AVIM 102G SLO 2 Assessment

The student will demonstrate the ability to perform mathematical operations to include Fractions, Signed Numbers, Scientific Notation, Percentages, Ratios and Proportions, Powers and Roots, Area and Volume, and Trigonometric Functions.	AVIM 102G SLO 3 Assessment
The student will demonstrate the ability to fabricate a length of semi-rigid tubing that will properly install between two established fittings. Included will be: 1. Use of proper size tubing and fittings. 2. Proper preparation of each tube end, including fabrication of the required flare and proper installation of the sleeve and B-nut. 3. Incorporation of an airworthy bend which will enable the tube to line up with the established fittings.	AVIM 102H SLO 1 Assessment

The student will demonstrate the ability to identify hardware and materials used in aircraft construction, using the proper coding standard.	AVIM 102H SLO 2 Assessment
The student will demonstrate the ability to read and interpret information from aircraft drawings and blueprints. In addition, the student will demonstrate the ability to read and interpret information from aircraft charts and graphs.	AVIM 102H SLO 3 Assessment

Identify aircraft wood structural defects in accordance with accepted specifications.	AVIM 103A SLO 1 Assessment
Select appropriate materials and determine the best options necessary to repair and maintain bonded and laminated composite structures.	AVIM 103A SLO 2 Assessment
Collect and compare information on welding tubular steel aircraft structures.	AVIM 103B SLO 1 Assessment

Analyze and compile numerical data to solve sheetmetal bend allowance problems for part construction.	AVIM 103B SLO 2 Assessment
Choose the correct hydraulic fluid for a specific aircraft.	AVIM 103C SLO 1 Assessment
Identify appropriate hydraulic seals and appropriate fluids.	AVIM 103C SLO 1 Assessment

Compose written reports about aircraft wheels and tires and brake systems.	AVIM 103D SLO 1 Assessment
Describe various types of aircraft landing gear configurations.	AVIM 103D SLO 2 Assessment
Compose a written report and logbook entry for an assigned wooden structure.	AVIM 104A SLO 1 Assessment
Construct, maintain and repair assigned composite structures using lab prepared documentation and drawings.	AVIM 104A SLO 2 Assessment

Comprehend and interpret lab project blueprints and drawings.	AVIM 104B SLO 1 Assessment
Analyze numerical data and complete assigned sheetmetal lab project.	AVIM 104B SLO 2 Assessment
Describe the function of the aircraft hydraulic and pneumatic systems.	AVIM 104C SLO 1 Assessment

Describe the function of the hydraulic pressure regulator.	AVIM 104C SLO 2 Assessment
Collect information about aircraft shock strut servicing.	AVIM 104D SLO 1 Assessment
Identify proper landing gear retraction, position indicating and warning systems operation.	AVIM 104D SLO 2 Assessment
Describe the role of various aircraft pressurization system components.	AVIM 105A SLO 1 Assessment

Compare and contrast aircraft heating and cooling systems.	AVIM 105A SLO 2 Assessment
Identify proper procedures to assemble and rig fixed and rotary wing aircraft.	AVIM 105B SLO 1 Assessment

Identify appropriate data to perform a 100-hour inspection of aircraft for conformity and airworthiness.	AVIM 105B SLO 2 Assessment
Describe the operation of an aircraft outflow valve.	AVIM 106A SLO 1 Assessment
Differentiate between aircraft anti-icing and de-icing systems.	AVIM 106A SLO 2 Assessment

Construct a written 100-hour inspection report for an assigned aircraft noting conformity and airworthiness from FAA documentation.	AVIM 106B SLO 1 Assessment
Organize and compose a sketch of an aircraft flight control system.	AVIM 106B SLO 2 Assessment

Identify the basic operation of a gas turbine engine.	AVIM 107B SLO 1 Assessment

Identify various types of gas turbine engine fuel control systems.	AVIM 107B SLO 2 Assessment

Properly inspect turbine engine components for airworthiness.	AVIM 108B SLO 1 Assessment

Properly operate an aircraft turbine engine.	AVIM 108B SLO 2 Assessment

Locate, comprehend and interpret written maintenance and troubleshooting information relating to electrical system components, wiring, switches, indicators, and circuit protection devices.	AVIM 109A SLO 1 Assessment

Identify and analyze powerplant ignition components.	AVIM 109B SLO 1 Assessment

Inspect and check magnetos.	AVIM 109B SLO 2 Assessment
Identify and analyze powerplant electrical system components.	AVIM 109C SLO 1 Assessment

Inspect and check direct and alternating current powerplant electrical systems.	AVIM 109C SLO 2 Assessment
Identify logic flow in an assigned schematic.	AVIM 109D SLO 1 Assessment
Draw and explain the operation of an assigned aircraft fire detection system.	AVIM 109D SLO 2 Assessment

Locate, comprehend and interpret written maintenance and troubleshooting information relating to electrical system components, wiring, switches, indicators, circuit protection devices, communication, navigation, approach control and electronic systems.	AVIM 110A SLO 1 Assessment

Identify and analyze powerplant ignition system components.	AVIM 110B SLO 1 Assessment

Inspect, check, service, troubleshoot, and repair magnetos.	AVIM 110B SLO 2 Assessment
Identify and analyze aircraft electrical system components.	AVIM 110C SLO 1 Assessment

Inspect, check, troubleshoot, and repair direct and alternating current electrical systems.	AVIM 110C SLO 2 Assessment
Explain the theory and operation of a four-stroke reciprocating engine.	AVIM 111C SLO 1 Assessment

Identify various reciprocating engine components.	AVIM 111C SLO 2 Assessment
Identify proper safety procedures for operating an aircraft reciprocating engine.	AVIM 111D SLO 1 Assessment

Develop a checklist for conducting a 100 hour inspection on an aircraft reciprocating engine.	AVIM 111D SLO 2 Assessment
Analyze, organize, and apply information from various sources and evaluate reciprocating engine components for airworthiness.	AVIM 112C SLO 1 Assessment

Overhaul an aircraft reciprocating engine.	AVIM 112C SLO 2 Assessment
Analyze, organize, and apply information from various sources and demonstrate reciprocating engine safety practices.	AVIM 112D SLO 1 Assessment

Operate an aircraft reciprocating engine through a complete test cycle.	AVIM 112D SLO 2 Assessment
Obtain and analyze information from multiple sources on direct current and alternating current theory then calculate current, voltage, resistance, power and energy in complex circuits.	AVIM 120 SLO 1 Assessment
Gather, organize, and analyze information from multiple sources then apply Kirchoff's Voltage and current laws.	AVIM 120 SLO 2 Assessment
Analyze and compile descriptive data to compare and contrast the relationship among voltage, resistance, and current.	AVIM 120 SLO 3 Assessment
Analyze, organize, and apply information from various sources and demonstrate knowledge by performing test projects with Analog and Digital Multimeters.	AVIM 121A SLO 1 Assessment
Gather, organize, and apply information from multiple sources, then identify and draw schematic symbols.	AVIM 121A SLO 2 Assessment

Obtain, analyze and apply information from multiple sources and use approved procedures to analyze and compare electrical circuits and systems for proper operation.	AVIM 121A SLO 3 Assessment
The student will demonstrate an understanding of the makeup and characteristics of composite materials as they relate to aircraft construction, including methods used for fabrication of composite parts.	AVIM 203 SLO 1 Assessment
The student will demonstrate the ability to successfully fabricate a part to FAA specifications from aircraft composite materials and perform acceptable field repairs on a composite part.	AVIM 204 SLO 1 Assessment
The student will demonstrate an understanding of the mechanics of forming complex shapes from aluminum sheets and the processes used to weld aluminum.	AVIM 205 SLO 1 Assessment
The student will demonstrate the ability to hand-form a piece of aluminum sheet metal into a complex shape.	AVIM 206 SLO 1 Assessment

Identify various types of aircraft propellers.	AVIM 241 SLO 1 Assessment

Describe the operation of an aircraft propeller governor.	AVIM 241 SLO 2 Assessment

Properly install an aircraft propeller.	AVIM 242 SLO 1 Assessment

Properly configure and install an aircraft governor.	AVIM 242 SLO 2 Assessment
Identify various types of aircraft induction system components.	AVIM 249 SLO 1 Assessment

Properly overhaul an aircraft carburetor.	AVIM 250 SLO 1 Assessment
Explain the operation of aircraft wet and dry sump lubrication systems.	AVIM 253 SLO 1 Assessment
Identify proper application of various aircraft lubricants.	AVIM 253 SLO 2 Assessment
Inspect and describe the operation of wet and dry sump aircraft lubrication systems.	AVIM 254 SLO 1 Assessment
Inspect and describe the operation of aircraft engine exhaust and cooling systems.	AVIM 254 SLO 2 Assessment

Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Learn and understand the language (terminology) of real estate finance.	Exam
Learn and understand the 'math' of real estate finance.	Demonstrated calculations
Demonstrate a basic understanding of the loan origination process and underwriting guidelines for Conventional, VA and FHA loans.	Exam and homework
Demonstrate ability to input a loan file into loan processing software and produce a completed file and disclosures.	Lab assignments
Demonstrate ability to analyze income, asset and credit documentation and perform math calculations including loan to value ratios, qualifying ratios and sufficient assets to close.	Exam and homework
Demonstrate an understanding of Federal and State Laws and the importance of ethics pertaining to real estate lending.	Exam and homework
Demonstrate an understanding of underwriting and investor guidelines for Conventional, VA and FHA loans and guidelines from Fannie Mae, Freddie Mac, VA, FHA, HUD, and Mortgage Insurance Companies.	Exams
Analyze and underwrite sample loan files to include an analysis of income, assets, credit history and the appraisal report.	Exams

Explain the areas of risks associated with underwriting loan files, and the importance of ethics, fraud detection and qualify control responsibilities.	Exams
Demonstrate an understanding of Federal and State Laws pertaining to real estate lending.	Exams
Explain the flow of a loan from origination to processing to underwriting and to closing, using accurate terminology.	Exams
Explain functions of the Escrow Company and the Title Insurance Company, and the reports and forms issued by each party.	Exams
Use industry related software to input, prepare and close sample Conventional, VA and FHA loans.	Lab assignments
Describe the warehousing and shipping functions, and the how the underwriting and processing functions affects the closing of a loan.	Exams
Demonstrate an ability to explain the fundamental importance of ethics, the Federal and State Laws pertaining to real estate lending and the ramifications of fraud as they pertain to loan closing.	Exams
Students will be able to identify the major biotic communities of San Diego County and name several dominant plants and animals of each.	Exam Questions
Students will be able to diagram the trophic structure of typical ecosystems and the energy flow and nutrient recycling in each.	Exam Questions
Students will demonstrate basic understanding of the scientific method and its application in solving everyday problems.	Exam Questions
Students will demonstrate understanding of the cell as the unit of structure and biological function.	Exam Questions

Students will demonstrate understanding of the principles of heredity.	Exam Questions
Students will demonstrate ability to access, synthesize, and communicate understanding of information from no less than 5 current and relevant public resources on marine biology topics of organismal diversity, and ecological or economic factors impacting marine ecosystems.	Independent research of literature and student presentation
Students will communicate understanding of the distinct structures and roles of DNA as the genetic material and proteins as the functional molecules carrying out the diverse cellular functions, the genetic code, and the mechanism of the flow of genetic information within a cell: transcription and translation.	SLO 1 Assessment tool
Students will apply understanding of gamete formation and Mendelian inheritance to pedigree analysis by designating the genotypes and phenotypes of family members of different generations inheriting dominant and recessive autosomal, X-linked, Y-linked, and mitochondrial traits, and by calculating the odds that offspring of a mating would be normal or affected, using Punnett square analysis .	SLO 2 Assessment Tool
Students will be able to apply knowledge of biology to the field of biotechnology, including basic concepts, understanding of experiments, data analysis, and science based math concepts.	Exam

Students will be able to apply knowledge of biotechnology practice of documentation and follow industry standards for specified criteria to maintain a lab notebook to record and communicate daily activities.	Laboratory Notebook
Students will demonstrate ability to apply and follow industry standards and specified criteria to maintain a lab notebook to record and communicate daily activities.	Laboratory Notebook
Students will be able to apply knowledge of biology to the field of biotechnology, including basic concepts, understanding of experiments, data analysis, and science based math concepts.	Exam
Students will demonstrate the ability to evaluate the impact of balanced diet in terms of food groups, vitamins, and minerals on health and the long-term health effect of imbalanced diet.	Food analysis project
Students will be able to recognize and use terminology, specific facts, and general principles associated with the structure and function of human body systems.	Course Outcome 1 Assessment
Student will be able to describe the role of homeostasis in maintaining physiologic systems.	Course Outcome 2 Assessment
Student will be able to properly utilize and analyze results of common physiological, biochemical, medical and immunological assays and present these results to identify unknown bacteria.	Major Unknown Lab Report
Students will be able to apply mathematical concepts to solve biological problems.	Serial Dilutions

Students will apply the scientific method as the means for acquiring knowledge about Biology and will communicate data and findings in appropriate formats in written scientific reports.	Exam
Students will communicate understanding of the universality of DNA as the genetic material in living cells, and the intra-cellular processes of the flow of genetic information, transcription and translation: their components, steps, and sub-cellular locations.	Lecture Exam
Students will compare and contrast biological entities and living cells (viruses and prions, bacteria, plant and human cells) in terms of: relative size, nature of genetic material, sub-cellular structures, order of appearance on earth, independent reproduction, energy conversion, and response and adaptation to environmental changes.	Lecture Exam

Student will demonstrate knowledge and understanding of common molecular tools and techniques of biotechnology and their scientific basis.	Lab Exam
Students will retrieve and evaluate information about the cellular and molecular basis of a biotechnology or a contemporary biological topic of personal, public, or ethical relevance, and they will communicate the novel information to classmate orally using information technology media.	Presentation
Student will demonstrate understanding of biological diversity by identifying the evolutionary adaptations of the major groups of living organisms.	Final Exam
Students will e able to demonstrate ability to apply and follow specified criteria to maintain a lab notebook to record and communicate daily activities.	Laboratory Notebook
Student will be able to describe and identify the structure and function of the four primary tissues of the human body.	Exam

Students enrolled in this course should be able to achieve a total of 16 hours increasing their experience with anatomy media (i.e. models, histology, charts) to enhance their knowledge in the subject area.	Lab Attendance
Student will be able to demonstrate techniques for the handling, storage, and disposal of preserved human specimens.	Course Outcome 2 Assessment Plan
Student will be able to observe and interpret structures of the human body, including developing an appreciation of the interrelationship of body structures from a regional anatomic perspective.	Course Outcome 2 Assessment Plan
Student will develop the understanding that the human body does not always conform to textbook illustrations.	Course Outcome 3 Assessment Plan
Student will develop the understanding that anatomy varies from specimen to specimen.	Course Outcome 4 Assessment Plan
Apply the concept of by feedback loops to maintain homeostasis in specific physiological systems.	Exam
Students completing at least 48 hours of service learning will be able to interact effectively with students enrolled in various other biology courses in order to enhance appreciation and understanding of material previously studied in biology; and acquiring organizational and effective time management skills.	48 hours of service learning
Describe and analyze African American contributions in shaping the American experience, especially through historical, social, and cultural expressions.	SLO #1
Describe the role of African Americans in the development and history of the United States.	SLO #2
Describe and analyze, using a critical historical viewpoint, how struggles around social, economic, and political forces have shaped the traditional and contemporary African American experience and American culture.	SLO #1

Articulate an enhanced awareness of the socioeconomic and political implications and consequences of a multiracial world.	SLO #2
Compare and contrast private vs. public enterprise, ownerships, and interrelationships among businesses, government, and society with emphasis upon multi-cultural and ethical environs.	Multiple choice test
Analyze and examine management functions, styles, processes and the role of law in business	Test
Debate and examine the role of the internet, e-commerce and emerging technologies and their influence in today's business.	Test
Calculate and solve problems involving payroll, discounts, mark-ups, mark-downs, depreciation, interest, annuities, stocks, bonds, taxes and insurance.	Examination
Differentiate and analyze varied business and consumer loans.	Examination

Prepare entries into checking accounts and check registers, and compile a bank reconciliation.	Examination
Use descriptive statistics to summarize and present business-related data in numerical and graphic formats.	Examination or written assignment
Calculate the probability that an event will occur.	Examination
Employ standard normal distributions in the calculation of confidence intervals and hypothesis testing.	Examination
Use business-related sample data to estimate the mathematical properties of populations.	Examination
Plan, organize, write, and revise business letters, memos, and emails suitable for a variety of business purposes such as communicating good or bad news; making routine requests; or persuading others.	Business letter
Create an analytical business report that includes: 1) a title page; 2) a table of contents; 3) an executive summary; 4) an introduction, including a problem/question statement; 5) a main body of collected information, including appropriate graphics; 6) an analysis of the information, including conclusions and recommendations; and 7) a list of references.	Business report

Create a résumé targeted to a particular job or occupation.	Resume
Create and deliver a business-related oral presentation.	Business presentation
Develop specific strategies for moving from their present financial situation to the achievement of their goals.	Personal budget
Create an effective financial plan with necessary daily decisions and transactions in areas including taxes, insurance, investments, and retirement planning.	Personal budget
Demonstrate sufficient understanding of basic consumer economic issues leading to a more productive, positive and community-oriented lifestyle.	Quiz and learning activities
Use spreadsheet software on a personal computer to develop a one-month operating personal budget.	Personal budget

Distinguish and analyze the law that affects the legal environment of business the most (e.g. anti-trust, labor relations, securities regulations, consumer protection, environmental law) and other matters encountered in various business transactions.	Exam or other
Inspect the sources and divisions of law, structure of the courts, and general practice and procedures of the courts and governmental agencies, and differentiate profit and/ or non-profit organizations as they pertain to the economic and legal environment.	Exam or other
Debate the development of the American legal system and resolutions to case situations pertaining to American business activities.	Exam or other
Demonstrate an understanding of HR communication by writing a: job posting.	Writing assignment
Demonstrate an understanding of HR communication by writing a termination letter.	Writing assignment
Develop effective, ethical, and legally compliant human resource management policies and procedures for a small business.	Written project
Identify marketing strategies for product, price, promotion and distribution.	Examination or written assignment
Evaluate financial and legal issues related to small businesses.	Examination or written assignment

Develop cash flow, expense and revenue, and forecasting budgets for a small business.	Examination or written assignment
Describe the components of a business plan.	Examination or written assignment
Conduct secondary research on an industry, market, and target customer.	Research report
Prepare financial projections for at least one year, including start-up costs, economics of one unit, an income statement. and a cash flow statement.	Student project
Create a comprehensive business plan.	Student project
Evaluate different managerial decisions and courses of action by applying principles of business ethics and social responsibility.	Case study essay
Relate the leadership traits, behavior, and style of an actual leader in an organization to that person's managerial effectiveness.	Case study essay
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Demonstrate ability to use Microsoft Windows to manage organize, customize, retrieve and manipulate files and folders stored on a computer, and to apply the fundamental concepts of Windows to manage programs.	Project
Demonstrate ability to use the Microsoft Word tools to design, edit, and format basic Microsoft Word documents and professional templates that include graphics and tables.	Project

Demonstrate mastery of intermediate Microsoft Word processing techniques and skills by: Creating new business letters using various styles, formats and templates. Incorporating visual elements, graphic objects, and tables.	Project
Demonstrate an understanding of PowerPoint development by preparing and delivering PowerPoint presentations to include: Themes, graphics, special effects, animation, and Venn smart graphic.	1
Create a presentation using common formatting and editing commands.	1
Add transitions, animations, and sound to a presentation.	1
Integrate information from other applications into a presentation.	1
Demonstrate ability to use the Microsoft Excel tools to create basic formulas and simple charts that contains appropriate formatting.	Formulas
Demonstrate ability to manipulate and analyze data using various functions, customize and enhance workbooks, identify and apply the most appropriate skills, tools and features of Excel to efficiently solve the problem.	1
Demonstrate ability to maintain a database by manipulating data in Access to develop basic professional reports, forms, and queries.	1
Demonstrate an understanding of proper creation of an Intermediate level database that includes: • Table structure • Table relationships • Forms and report • Advanced query features	1
Demonstrate an understanding of the major web design concepts by creating a simple web page using HTML that includes hyperlinks, multimedia objects, and cascading style sheets.	1

Demonstrate the use of Dreamweaver software features to create attractive, usable, and accessible Web content that includes various templates and style sheets for the intended audience.	1
Demonstrate an understanding of Desktop Publishing development by preparing and delivering flyers, brochures, by using color schemes, font styles, and graphic formatting.	1
Demonstrate the ability to create word processing documents using text and formatting, special functions, save, print, and retrieve document functions.	1
Create spreadsheet files using special functions, data manipulation, charts, and templates.	1
Build database structure using data formatting, querying, forms, and reports.	1
Produce professional presentations using text editing, text formatting, objects, slide transitions, and graphics.	1
Demonstrate an understanding of Records Management by: A.) Defining various records management terminologies B.) Identifying and comparing the major types of filing systems C.) Applying alphabetic indexing rules to computer software programs	1

Demonstrate an understanding to identify, describe, and compare various operating systems, application software, and utility software in which can be used in operation, management, and security and privacy in various business industries.	1
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Students should recognize the type of intermolecular forces a chemical possesses	Recognize Intermolecular Forces of a Chemical
Demonstrate an understanding of proper: (a) safety awareness, (b) lab equipment use, (c) research note taking and reporting.	Lab Practical
After completing Chemistry 103, students will be proficient in the concepts and problem solving techniques common to any one semester general, organic, and biochemistry course as demonstrated by their performances on their final exam.	Multiple Choice Questions

1. Students should be able to identify, & describe the composition of the atom & various types of matter. 2. Students should be able to describe the relationship between the microscopic, macroscopic, and symbolic representations of matter and its changes. 3. Students should be able to name common household chemicals as well a express proper chemical formulas / names and the role they play in our daily lives. 4. Students should be able to express the role of energy in: the changes of matter, the determination of the chemical structure, and the reactivity of molecules. 5. Students will demonstrate an awareness of the impact of chemistry on the environment, health, society, and other cultures outside the scientific community.	Outcome #1
Students will be able to identify different substances and classify these as either homogeneous mixture, heterogeneous mixture, substances, compounds, or elements.	Work on Plan to offer course
Student will be able to provide a name from organic structures and draw structures when organic compound names are given.	Final Exam Score
Demonstrate an understanding of the relationship between boiling point for organic compounds with different functional groups and its relationship with intermolecular force.	Final Exam Question
Demonstrate an understanding of synthesis by providing chemical conversions from a given reactant to a product	Final Exam Question

Demonstrate an understanding of proper: A. Safety awareness; B. Laboratory equipment use; C. Waste disposal.	Lab Practical demonstration of skills
After completing Chemistry 152, students will be able to demonstrate an understanding of the dimensional analysis method to perform a stoichiometric calculation from a balanced equation to find the number of grams of product formed, with the correct number of significant figures, given the volume and concentration of a reactant.	Final Exam Question

After completing Chemistry 152, students will be able to write formulas for ionic compounds, covalent compounds, and acids from names and names of compounds from formulas.	Final Exam Question

After completing Chemistry 152, students will be able to write balanced chemical equations from words and predict products of double- and single-replacement, hydrocarbon combustion, and ionic equations.	Final Exam Question
Upon successful completion of Chemistry 152L, students will be able to use a graduated cylinder, balance, ruler, and thermometer to make proper measurements and record the data to the proper number of significant figures.	Final Lab Practical

After completing Chemistry 200, students will be proficient in the concepts and problem-solving techniques common to any first-semester general chemistry course as demonstrated by their performance on a standardized national exam.	Exam
Upon successful completion of Chemistry 200L, students will be able to communicate scientific information through a properly-formatted written lab report.	Formal Lab Reports
After completing Chemistry 201, students will be competent in all topics of the General Chemistry sequence as demonstrated by their performance on the ACS Full-year Exam for General Chemistry.	ACS Exam
Upon successful completion of Chemistry 201L, students will be able to perform high-level laboratory experiments, analyze and interpret collected data, perform necessary calculations, formulate valid conclusions, and submit complete lab reports detailing their work.	Grade on Evaluative Report

After completing Chemistry 231, students will be proficient in the concepts and problem solving techniques common to any first semester organic chemistry course as demonstrated by their performances on the standardized national exam.	Final Exam
After completing Chemistry 231L, students will be proficient in the laboratory techniques common to any first semester organic chemistry course as demonstrated by their performances on the laboratory midterm. Topics on the midterm include, but are not limited to: recrystallization, melting point analysis, infrared spectroscopy, and distillation.	Midterm Exam
After completing Chemistry 231L, students will be proficient in the concepts and techniques common to any first semester organic chemistry course as demonstrated by their performances on the final examination. Topics on the final exam include, but are not limited to: extraction, chromatography, and reactions/synthesis.	Final Exam
After completing Chemistry 233, students will be proficient in the concepts and problem solving techniques common to any first year organic chemistry course as demonstrated by their performances on the standardized national exam.	Final Exam
After completing Chemistry 233L, students will be proficient in the concepts and laboratory techniques common to any second semester organic chemistry course as demonstrated by their performances on the final examination.	FInal Exam

Demonstrate the ability to construct a calibration curve from experimental data using a spreadsheet program like Microsoft Excel and then use that calibration curve to determine the concentration and uncertainty of an unknown solution.	Calibration Curve
Students will complete at least 48 hours of service learning per unit.	Count number of students completing
Demonstrate an understanding of the major developmental theories.	Exam on Theories
Observe and interpret an infant or child's developmental progress.	Child Observation

Demonstrate an understanding of the major developmental theories through completion of a quiz on the developmental theorists.	SLO #1
Observe and compare two different stages of development.	SLO #2
Be able to write two lesson plans that includes a behavioral objective in both of the following areas: Music, and Motor Skills, and implement with preschool aged children in a licensed preschool program.	SLO#1 BEHAVIORAL LESSON PLAN
Plan and Implement four lesson plans to include a behavioral objective in the concept areas of Art or Creative Experiences: Color, Collage, Manipulative and Sculpture for preschool age children. Implement in a Licensed Preschool Program.	SLO # 1
Complete an Art Activity Notebook with 15 color samples, 15 collage samples, 5 manipulative samples, and 5 samples of sculpture all of which are age appropriate for preschool children .	SLO # 2 -Activity Portfolio

Write two behavioral lesson plans focusing on Science and Language for preschool age children and implement in a licensed preschool program.	1
Plan and implement one lesson plan for preschool age children that includes a behavioral objective in the area of Language. Implement in a licensed Preschool program.	Lesson Plan/Language
Plan and implement one lesson plan for preschool age children that includes a behavioral objective in the area of Literacy. Implement in a licensed Preschool program.	Lesson Plan / Literacy
	Literature Assignment
Write and implement one lesson plan for preschool age children that includes a behavioral objective in the area of Math. Implement in a licensed preschool program.	Lesson Plan/Math
Write and implement one lesson plan for preschool age children that includes a behavioral objective in the area of Science. Implement in a licensed preschool program.	Lesson Plan/Science
Interview an Agency that provides Child or Family Services, other than day care, and present orally.	SLO#1 COMMUNITY AGENCY INTERVIEW
Evaluate a Journal Article on Marriage and Family.	SLO#2 JOURNAL ARTICLE SUMMARY & EVALUATION ESSAY
Design a developmentally appropriate five-day lesson plan for preschool age children around a curriculum area, theme or concept. 1. Identify the goals and objectives for each activity. 2. Identify the materials and supplies needed. 3. Identify the method of presentation for each activity.	Five Day Lesson Plan

Design a bulletin board or poster on a topic around parent education.	Parent Education
SLO Recognize the role of observation in interpreting children's behavior. Measurement Method Be able to identify four reasons why it is important to observe children.	Outcomes
Examine and present a current issue facing children and their families.	SLO 1-160
Write a Behavior Management Plan including Observation, Implement and Evaluate and present orally.	Behavior Plan Write Up
Be able to identify and discuss atypical development (social, emotional, physical, cognitive, communicative, and behavioral) and support services.	Exam/Essay
Be able to design a lesson plan for children with special needs.	Lesson Plan for Children with Special Needs
Be able to implement a lesson plan for children with special needs.	Lesson Plan Implementation
Be able to identify principles of caregiving for infants and toddlers.	Infant/Toddler Caregiving Practices

Be able to present an oral presentation on a topic related to infant and toddler development.	Oral Presentation
Plan and implement two lesson plans to include a behavioral objective in two of the following; Nutrition and Health/Safety. The lesson plans must be designed for preschool age children and implemented in a licensed preschool program.	Lesson Plans
	Identifying and Analyzing Causes Leading to Child Abuse
	Child Abuse Reporting
Design a program brochure for a preschool program..	Preschool Brochure
Interview and Observe a Director of a Licensed Child Development Center.	Interview/Observe
Facilitate positive interactions between student teachers, children, parents and other adults in the program. 1. Prepare a welcome plan for new staff and student teachers. 2. Complete a written report based on a journal article related to effective communication.	Faciliate Communication
Evaluate a preschool classroom based on developmentally appropriate practices.	Classroom Assessment
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Demonstrate an understanding of the best practices for teaching young children in a preschool setting. 1. Implement two lead teaching days at an approved child development center. 2. Implement a circle time at an approved child development center. 3. Complete 96 hours of training, some of which must be at an approved child development program.	Best Practices

Develop a personal teaching style that incorporates the needs of the children in the program. 1. Implement two lead teaching days at an approved child development center. 2. Implement a circle time at an approved child development center. 3. Complete 96 hours of training, some of which must be at an approved child development program.	Teaching Style
Evaluate the quality of programs based on Environmental Ratings Scale (ECERS) standards.	SLO 1
Be able to complete one assigned goal in the campus lab.	SLO 291
Be able to complete one assigned goal in the campus lab.	SLO 291
Be able to complete one assigned goal in the campus lab	Assessment Goal
Be able to complete one assigned goal in the campus lab	SLO 1
Be able to complete one assigned goal in the campus lab	SLO 291 A
Student will be able to complete one assigned goal in the campus lab.	SLO 1
Student will be able to complete one assigned goal in the campus lab.	SLO for 291 B
Be able to complete one assigned goal in the campus lab	goal
Be able to complete one assigned goal in the campus lab.	Goal
Demonstrate an ability to successfully follow a specification	Follow a specification
Demonstrate an ability to successfully create electronic documents	Create Electronic Documents
Demonstrate an ability to sucessfully follow a specification	Specifications
Demonstrate an ability to successfully create electronic documents	Electronic Documents
Demonstrate an ability to sucessfully follow a specification	Specifications
Demonstrate an ability to successfully create electronic documents	Electronic Documents
Demonstrate an ability to sucessfully follow a specification	Specifications
Demonstrate an ability to successfully create electronic documents	Electronic Documents

Students will be able to locate, analyze, and select information to tailor a presentation to a specific audience: assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.	Persuasive Speech
Organize thoughts and ideas effectively and express them clearly and correctly in writing and/or presentations.	Constructing Purpose and Thesis
Construct a well structured speech by properly identifying an introduction, body and conclusion; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.	Structured Speech
Demonstrate improvement in verbal and nonverbal delivery in a prepared presentation; assessment will include evaluation of impromptu and formal speeches.	Delivery Improvement
Explain how their self concept impacts their communication in relationships	Self Concept
Analyze how their listening skills affect what they hear and how they hear messages	Listening
Describe their conflict management style they use in relationships and explain how that style affects conflict in the relationship	Conflict Management and Resolution
Identify which behaviors negatively impact relationships they are in and alter those behaviors to improve a relationship	Improving Self Communication
Assess the different elements of an argument.	Combination Assessments
Demonstrate logical reasoning when developing arguments.	Combination Assessments

Develop arguments that demonstrate sensitivity to the information, audience, and positions of others.	Combination Assessments
Demonstrate balanced partiality without resorting to adversarial or defensive argumentation techniques when engaging in an argument.	Combination Assessments
Explain how culture impacts our perception of how we see the world	Combination Assessments
Analyze how individualized cultural identities influence communication strategies	Combination Assessments
Identify the role pop culture plays in the evolution of culture around the world	Combination Assessments
Describe the role culture plays in conflict management strategies	Combination Assessments
Develop skills to research, observe, and analyze how the understanding of intercultural competence helps build society	Combination Assessments
SLOs for this course are yet to be determined. COMS 99 has not been offered in several years, but will be offered in either Fall 2018 or Spring 2019. SLOs will be determined at that time.	Measure
Articulate the connections between a movie and the society in which they were created.	SLO #1
Analyze and discuss the effectiveness of a take, a shot, a scene, and a sequence of a film.	SLO #2
Explain major historical events in motion picture history and how they influenced American culture.	SLO #1
Explain the impact of Hollywood movies on society.	SLO #2
The student will: Demonstrate a basic understanding of diesel shop safety: a. Personal safety. b. Safe tool usage. c. Shop safety.	Safety Test

The student will: Demonstrate a basic understanding of hydraulic fittings: a. Identification. b. Classification. c. Size.	Hands-on-Hydraulic Fittings Test
The student will: Demonstrate a basic understanding of Industrial Fasteners. a. Identification. b. Classification. c. Size.	Hands on Fastener Test.
Students will demonstrate a basic understanding of commercial vehicle inspections and maintenance procedures by: a. Demonstrating knowledge and understanding of commercial vehicle components. b. Demonstrating knowledge and an understanding of preventive maintenance procedures c. Demonstrating knowledge and an understanding of hazardous material handling and disposal	Test Questions
Student will demonstrate the ability to use shop equipment to: a. Change oil in a diesel engine b. Change oil in a manual transmission c. Change oil in a differential	Lab Practical
Student will demonstrate the ability to perform the following inspections a. California Bit inspection b. Driver daily inspection c. A, B, C type inspection	Lab Practical
The student will demonstrate a basic understanding of mobile HVAC systems by: a. Identifying major HVAC system components. b. Identifying the function of major HVAC system components. c. Identifying basic laws of thermodynamics.	ASE type test

The student will demonstrate the ability to: a. Perform tests to determine the operating condition of a HVAC system. b. Reclaim, Recover, and recharge an air conditioning system. c. Diagnose an operator environment heating system.	Lab performance
The student will: Demonstrate the ability to perform basic tec mathematical functions as they relate to the diesel industry: a. Addition of whole numbers. b. Subtraction of whole numbers. c. Multiplication of whole numbers. d. Division of whole numbers.	Applied Tec. Math Exam.
The student will: Demonstrate the ability to read and use standard micrometers. a. Outside. b. Inside. c. Depth. d. Dial Indicators.	Lab Performance, Standard Micrometer Reading Test.
The student will: Demonstrate the ability to read and use metric micrometers. a. Outside. b. Inside. c. Depth. d. Dial Indicators.	Lab Performance, Metric Micrometer Reading Test.
The student will: Demonstrate a basic understanding Detroit Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components.	ASE Type performance Test.

The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability.	Lab Performance

The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests.	Lab Performance
The student will: Demonstrate a basic understanding Caterpillar Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components.	ASE Type performance Test.

The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability.	Lab Performance.

The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests.	Lab Performance
The student will: Demonstrate a basic understanding of diesel engine component repair by: a. Identifying the major diesel engine systems. b. Identifying diesel engine system function. c. Identifying the function of major Diesel engine components within the engine system.	ASE Type performance Test

The student will demonstrate the ability to work in a shop environment by: a. Using service literature (Paper & Electronic). b. Inspecting the major components for serviceability. c. Working in the lab safely.	Lab Performance 1,

The student will demonstrate the ability to overhaul engine components by: a. Successfully disassembling an engine component. b. Successfully inspecting components for wear. c. Successfully reassembling engine component.	Lab Performance 2
The student will: Demonstrate a basic understanding Cummins Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components.	ASE Type performance Test

The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability.	Lab Performance.

The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests.	Lab Performance.
The student will: Demonstrate a basic understanding Detroit Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components.	ASE Type performance Test.

The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability.	Lab Performance.

The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests.	Lab Performance.
The student will: Demonstrate a basic understanding Caterpillar Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components.	ASE Type performance Test.

The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability.	Lab Performance.

The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests.	Lab Performance
The student will: Demonstrate a basic understanding Cummins Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components.	ASE Type performance Test.

The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability.	Lab Performance.

The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests.	Lab Performance.
Student will demonstrate a basic understanding Large bore natural gas engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components.	ASE Type performance Test.

Student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability.	Lab Performance.

Student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests	Lab Performance.
The student will: Demonstrate a basic understanding metallurgy.	Exam
The student will: Demonstrate a basic understanding wear.	Exam
The student will: Demonstrate a basic understanding fractures.	Exam

The student will: Demonstrate a basic understanding of the diesel fuel systems by: a. Identifying the major fuel system Components. b. Identifying the location of major Fuel system components. c. Identifying the function of fuel System components.	ASE Type performance Test.
The student will: Demonstrate the ability to: a. Adjust the Valves and injectors on one of several models of diesel engines. b. Remove and re-install the injectors on one of several models of diesel engines.	Lab Performance.

The student will: Demonstrate the ability to: a. Perform basic system tests on a diesel fuel system. b. Use a computer to perform cylinder cutout test on one of several models of diesel engines.	Lab Performance.
The student will: Demonstrate an advanced understanding of the diesel fuel systems by: a. Identifying the major fuel system Components. b. Identifying the location of major Fuel system components. c. Identifying the function of fuel System components.	ASE Type performance test.

The student will: Demonstrate the ability to: a. Demonstrate the ability hook up and run a diesel engine. b. Hook up and bleed air out of the fuel system. c. Hook up electronic control systems.	Lab Performance.

The student will: Demonstrate the ability to: a. Hook up electronic testing tools to any one of many electronically controlled diesel engines, and perform diagnostic testing.	Lab Performance
The student will: Demonstrate a basic understanding of basic heavy duty diesel electrical systems by: a. Demonstrating knowledge and an understanding of batteries. b. Demonstrating knowledge and an understanding of charging system operation. c. Demonstrating knowledge and an understanding of starting system operation.	Exam
The student will demonstrate the ability to use shop electrical test equipment to test the following: a. Batteries. b. Charging systems. c. Starting systems.	Lab performance

The student will demonstrate the ability to service the following: a. Batteries. b. Charging systems. c. Starting systems.	Lab performance
The student will: Demonstrate a basic understanding of basic electrical theory: a. AC & DC electricity.	Exam
The student will: Demonstrate a basic understanding of basic circuit theory: a. Series circuits. b. Parallel circuits. c. Series/ Parallel circuits.	Exam
The student will: Demonstrate a basic understanding of basic electronics theory: a. Semi-conductor theory	Exam
The student will: Demonstrate a basic understanding of Truck Air Brake Systems by: a. Identifying the major system components. b. Identifying the function of foundation brake components. c. Identifying the function of air brake control components.	Exam
The student will: Demonstrate the ability to: a. Perform foundation brake Overhauls.	Lab performance
The student will: Demonstrate the ability to: a. Perform repairs air brake Control components.	Lab performance
The student will: Demonstrate a basic understanding of automotive transmissions by: a. Identifying the major transmission components. b. Identifying the function of major transmission components. c. Understanding the power-flow of single and twin countershaft Transmissions.	Exam
The student will: Demonstrate the ability to overhaul a single-countershaft transmission. Measurement	Lab performance

The student will: Demonstrate the ability to overhaul a twin-countershaft transmission.	Lab performance
The student will: Demonstrate a basic understanding of automotive construction by: a. Identifying the major automotive systems. b. Identifying the location of major automotive components. c. Identifying the function of major automotive components within the major automotive systems.	Exam
Demonstrate the ability to disassemble an automatic transmission.	Lab performance
Demonstrate the ability to reassemble an automatic transmission.	Exam
The student will: Demonstrate a basic understanding of truck drive-axles by: a. Identifying the major components of a single and tandem drive-axle. b. Identifying the location of major differential components. c. Identifying the function of major differential components.	Exam
The student will demonstrate the ability to disassemble & reassemble a single reduction differential.	Lab performance
The student will demonstrate the ability to disassemble & reassemble a tandem axle differential.	Lab performance
The student will demonstrate a basic understanding of heavy duty trucks by: a. Identifying different types of trucks, and truck classifications. b. Understanding safe shop working procedures. c. Clutch function and operation.	Exam
Demonstrate the ability to safely remove and install common truck components.	Lab performance

Demonstrate the ability to service heavy duty multiple disc clutches.	Lab performance
The student will: Demonstrate a basic understanding of truck suspensions systems by: a. Identifying the major suspension system components. b. Identifying the operation of major truck suspension components. c. Identifying the function of major truck suspension components.	Exam
The student will: Demonstrate the ability to overhaul the front suspension on a commercial truck.	Lab performance
The student will: Demonstrate the ability to overhaul the rear suspension on a commercial truck.	Lab performance
The student will: Demonstrate a basic understanding of mobile hydraulic systems by: a. Identifying major hydraulic system Components. b. Identifying the function of major Hydraulic system components. c. Identifying basic hydraulic laws.	Exam
The student will: Demonstrate the ability to: a. Perform repairs on hydraulic components. 1. Pumps. 2. Actuators. 3. Valves.	Lab performance
The student will: Demonstrate the ability to: a. Perform basic hydraulic tests, Cycle time Pressure. Flow.	Lab performance
The student will: Demonstrate a basic understanding of Brakes, Final Drives, and steering systems by: a. Identifying the major system Components. b. Identifying the location of major system components. c. Identifying the function of major system components.	Exam

The student will: Demonstrate the ability to overhaul Brakes, final drives, steering system Components.	Lab performance
The student will: Demonstrate the ability to remove and Reinstall system components.	Lab performance
The student will: Demonstrate a basic understanding of undercarriage systems by: a. Identifying the major undercarriage system components. b. Identifying the location of major undercarriage system components. c. Identifying the function of major undercarriage system components.	Exam
The student will: Demonstrate the ability to Remove and reinstall tracks on a Track-type tractor.	Lab performance
The student will: Demonstrate the ability to remove and Reinstall track system components.	Lab performance
The student will: Demonstrate a basic understanding of heavy equipment powershift transmissions by: a. Identifying major system components. b. System operation. c. Transmission maintenance.	Exam
Demonstrate the ability to disassemble a Powershift transmission.	Lab performance
Demonstrate the ability to reassemble a Powershift transmission.	Lab performance
The student will demonstrate a basic understanding of heavy equipment by: a. Identifying different types of equipment. b. Understanding safe shop working procedures. c. Clutch function and operation.	Exam
Demonstrate the ability to safely remove and install common heavy equipment components.	Lab performance

Demonstrate the ability to service heavy duty multiple disc clutches.	Lab performance
Student will demonstrate a basic understanding of safe forklift operating procedures.	Outcome #1, Forklift operational Safety Test
Student will perform a pre-operational forklift safety inspection.	Outcome #2, Forklift pre-operational check
Student will demonstrate the ability to safely operate a forklift in a simulated warehouse condition.	Outcome #3, Forklift Operation
Use critical thinking and problem solving skills to identify the basic components of the computer	DSPS 21 SLO # 1

Use critical thinking and problem solving skills to utilize personalized procedures for access to internet, email, tutorial programs, and Microsoft applications software	DSPS 21 SLO # 2
Use information management skills to utilize appropriate technology to manage information, solve problems, and communicate effectively	DSPS 21 SLO # 3
Use of personal and professional skills to understand the information, resources, and options necessary to achieve academic, personal, and professional goals	DSPS 21 SLO # 4
Apply, evaluates, and relates macro-economic concepts to theoretical constructs, economies, policies, and current events.	Exam
Analyze and formulate graphical and numerical data.	Exam
Solve problems utilizing reasoning to arrive at logical solutions.	Exam

Analyze how the basic market model performs, utilizing the forces of supply and demand.	Exam Questions
Distinguish between different industry structures (perfect and imperfect competition) and associate the characteristics of these structures with real world analysis.	Exam
State the strengths of markets in allocating resources and explain the various reasons that markets will not perform efficiently.	Exam
Demonstrate the ability to foster independent learning.	Observation of Supervised Tutoring
Demonstrate competence in the effective implementation of the tutoring cycle.	Observation of Supervised Tutoring
Demonstrate a working knowledge of basic study skills, informal diagnostic techniques, and strategies for learning in the tutor's discipline	Observation of Supervised Tutoring
Demonstrates an understanding of scene size-up to include safety, mechanism of injury vs nature of illness, number of patients, additional resources and the need for spinal stabilization.	SLO Exam Questions
Demonstrate a basic understanding of the components of primary assessment and recognizes the need for immediate intervention.	SLO Exam Questions
Demonstrate the ability to determine patient priority and form transport decision.	SLO Exam Questions
Demonstrates critical thinking in differentiating the need for a modified secondary or a rapid secondary assessment.	SLO Exam Questions

Demonstrates the ability to form a field impression and make treatment decisions.	SLO Exam Questions
Demonstrates the ability to perform timely reassessments and adjustment of prehospital emergency care.	SLO Exam Questions
Students will demonstrate proficiency in Basic Life Support by Determining scene safety, evaluating an initial assessment, managing airway, breathing and circulation to provide effective resuscitation efforts in cardiac or respiratory arrest patients.	Basic Life Support
The students will demonstrate their ability to assess and treat a patient using a Perilaryngeal Airway Adjunct (PAA) by determining the need for placement of a PAA, proper insertion, verification of placement, and ongoing monitoring of the device to ensure a protected airway.	Perilaryngeal Airway Adjunct Training
Students will demonstrate their ability to use an automated external defibrillator (AED) in the management an adult, child, and infant cardiac arrest patient. Skill competency will include stating AED indications, contraindications, proper placement, and knowledge of local cardiac arrest protocols.	Use of Automated External Defibrillator
Students will demonstrate their ability to understand the need for scene safety and be able to apply a dynamic on-going process to ensure their safety.	Exam Questions
The students will demonstrate their ability to perform a complete situation-driven patient assessment, including; scene size-up, primary assessment, secondary assessment, and perform an on-going re-assessment based upon the patient's acuity.	Exam Questions
Students will demonstrate their ability to perform an effective primary assessment, looking for, and begin treating, immediate life threats related to the patient's airway, breathing and circulation status	Exam Questions

Students will demonstrate their ability to apply kinematics of trauma to a scene assessment	Exam Questions
The student will demonstrate their ability to know when and how to use various types of patient care equipment, and understand the need for an ongoing training process to limit skills degradation.	Exam Questions
Student will demonstrate their ability to perform an on-going patient assessment by reassessing the primary and secondary assessment, reassessing vital signs and ensuring the effectiveness of any interventions.	Exam Questions
The students of this video-driven American Heart Association Basic Life Support (BLS) for Healthcare Providers Course will demonstrate their ability to recognize common life-threatening emergencies, including stroke, cardiac arrest, and choking.	Exam Questions
The students of this video-driven American Heart Association Basic Life Support (BLS) for Healthcare Providers Course will demonstrate their ability to provide effective, timely cardiopulmonary resuscitation on neonates, infants, children, and adult	Exam Questions
The students of this video-driven American Heart Association Basic Life Support (BLS) for Healthcare Providers Course will demonstrate their ability to effectively use an automatic external defibrillator (AED) on all cardiac arrest victims	Exam Questions
The students of this video-driven American Heart Association Basic Life Support (BLS) for Healthcare Providers Course will demonstrate their ability to relieve an airway obstruction in a choking patient safely, timely, and effectively.	Exam Questions

The student will write an analytical or argumentative essay consisting of at least 1000 words.	Paper
The student will write an expository or argumentative essay consisting of at least 1000 words that interprets literary contexts such as socio-historical moment. The paper should be organized and clearly written, utilizing the grammatical conventions of the English language. 1. The paper will have an arguable thesis/or plan of development and persuasive support. 2. The paper will be organized correctly with an introduction, supporting body paragraphs and conclusion. 3. The paper will analyze, interpret, and evaluate outside sources, including on-line information. Subsequently, the students will demonstrate proficiency in formatting paper to compliance with MLA (Modern Language Association) guidelines.	Research Essay

The student will construct an effective, research-based argumentative essay consisting of at least 1500 words.	Paper
Students can interpret common figures of speech and/or symbols and devise a defensible theme for a work.	Measurement Method
Ability to argue, in writing, an original claim/thesis and provide persuasive support.	Measurement Method
Ability to argue, in writing, an original claim/thesis and provide persuasive support.	Research Essay

The student will construct an effective, research-based argumentative essay consisting of at least 1500 words on American Literature from 1865 to the present.	Paper
Ability to argue, in writing, an original claim/thesis and provide persuasive support.	Research Essay
Ability to argue, in writing, an original claim/thesis and provide persuasive support.	Research Essay
Ability to argue, in writing, an original claim/thesis and provide persuasive support.	Measurement Method
Research-based analytical/argumentative essay on world literature (sequence 1), written independently out of class, consisting of at least 1500 words.	Measurement Method
Ability to argue, in writing, an original claim/thesis and provide persuasive support.	Measurement Method

Ability to argue, in writing, an original claim/thesis and provide persuasive support.	Measurement Method
The student will produce a minimum of 5 (five) submission ready poems/narratives. The creative work should be presented in a portfolio/chapbook form.	Poem Submission
Students can identify an author's position, reasons, and support in an argument as well as the opposition's argument if it is included in the essay.	Reading
Students can write a well-organized, coherent and adequately supported multi-paragraph essay.	Writing
The student will demonstrate basic understanding of poetry and fiction elements in a short portfolio of original work. The contents will include at least one poem and one short story. 1. The poetry will demonstrate use of imagery, point of view, theme, and form. 2. The fiction will demonstrate adequate use of plot, setting, and point of view.	Creative Writing Sample
SLO #1 The student can demonstrate comprehension of academic text materials at the 10th grade level by identifying topics, stated main ideas, supporting details, patterns of organization, and vocabulary in context.	SLO 1
Demonstrate ability to formulate an on-topic topic sentence that establishes a clear direction for the paragraph.	1

Demonstrate ability to write a paragraph with logical organization.	Measure 2
Demonstrate ability to write a paragraph with sufficient and clear support, including major and minor details that are directly related to the topic sentence.	Measure 3
Demonstrate proficiency with sentence structure, with no more than a minimal number of distracting errors.	Measure 4
The student can demonstrate comprehension of academic text material by identifying topics, stated and unstated main ideas, supporting details, and patterns of organization.	1
1.Demonstrate ability to write a multi-paragraph essay with appropriate organization.	Organization
2. Demonstrate ability to write a multi-paragraph essay with appropriate development.	Development
3. Demonstrate ability to write a multi-paragraph essay with an appropriate thesis.	Adequate Thesis
4. Demonstrate ability to write a multi-paragraph essay with appropriate sentence skills.	Sentence Skills
Student will demonstrate control over simple sentence structure by using a clear subject and verb.	Main Idea Sentence (SLO 1)
Composition must have a topic sentence that relates directly to the prompt.	Support (SLO 2)

At least five that directly relate to the topic sentence, even if the topic sentence is off-topic.	Organization (SLO 3)
Control over subjects and verbs and simple sentences (attempts compound sentences)	Grammar (SLO 4)
Topic Sentence: In a paragraph, written in response to a written prompt, the student will write a topic sentence that is appropriately focused and directly answers the prompt.	Topic Sentence
Supporting Sentences: In a paragraph, written in response to a prompt, the student will write supporting sentences that directly relate to the topic sentence, even if the topic sentence is off-topic. Most sentences must be correctly constructed.	Supporting Sentences
Organization/Transitions: In a paragraph, written in response to a prompt, the student will write supporting sentences that are organized so that meaning is clear and with proper use of transitions.	Organization/Transitions
In a paragraph written in response to a prompt, the student will show satisfactory control over all simple verb tenses and forms (i.e., simple past, present, and future).	Grammar/Verb tenses
A timed in-class exam, consisting of a short reading, followed by multiple choice and/or short answer questions	Main Idea (SLO 1)
A timed in-class exam, consisting of a short reading, followed by multiple choice and/or short answer questions.	Supporting Details (SLO 2)
A timed in-class exam consisting of a short reading followed by multiple choice and/or short answer questions. Reading may be an unfamiliar text or an excerpt from a familiar text.	Drawing Inferences (SLO 3)
A sentence with context clues. Students can choose the meaning from a list of multiple choice answers.	Vocabulary in Context (SLO 4)
A sentence with an unfamiliar vocabulary word. The student can choose the part of speech from a multiple-choice list.	Vocaulary: Part of Speech (SLO 5)

Using a multiple choice test, the student will score 70 or higher to demonstrate sufficient listening comprehension. In a written assessment, the student must correctly restate the main idea and supporting details in his/her own words.	Listening Comprehension: Main and Supporting Ideas (SLO 1)
Details to follow.	SLO1--Main Idea
Supporting sentences: * At least two with specific details and/or examples that are directly related to the topic sentence.	SLO 2--Support
Grammar: Demonstrates control over verb tenses and forms.	SLO 3: Organization
Organization: Organizes the composition effectively with unity and coherence.	SLO 4 - Grammar
Given an academic text of 500-1000 words, the student will demonstrate comprehension by identifying the main idea of the reading, and differentiate it from the supporting details.	Main idea
The student will demonstrate ability to correctly use selected words in original sentences that show clear understanding of the word's contextual definition and part of speech.	Vocabulary I
Student correctly identifies the contextual meaning of at least 80% of all selected words.	Vocabulary 2
Student fills missing information in an organizational structure, such as an outline or a graphic organizer.	Summary/Organization

Student shows ability to make inferences about main idea of text (based on information provided and questions asked).	Inferential Thinking
In a prepared speech, the student will demonstrate the ability to present an opinion about a selected class topic.	Presenting an Opinion (SLO 1)
In an essay, written in response to a prompt, the student will write a thesis statement that is clear, on-topic, and contains minimal grammatical errors.	Thesis Statement (SLO 1)
Within the first body paragraph of the essay, the student provides 2-3 points of support related to the thesis statement	Support: SLO 2
The essay shows unity and coherence	SLO 3: Organization
The essay has a variety of complex grammatical and sentence structures with minimal errors.	SLO 4: Grammar
1. Define the physical principles of basic swimming propulsion.	Physical Performance
2. Identify, apply and execute the basic swim stroke mechanics.	Physical Performance
3. Perform the different types of entries, turns and finishes.	No Measure specified
4. List and define physiological principles of a conditioning program.	No Measure specified
Count the number of strokes to complete 25 yd.	DPS
Observe the recovery phase of the swimmer to see distance per stroke.	Physical Demonstration
Each student will be graded on their swim workout. Grades will be given for both the midterm and final.	Written
Identify proper amount of body lean, posture and swinging of the arms. Test will be an oral and while performing exercise. EXSC 115A, B, C, D classes included	dentify proper body position when jogging in the water.
Identify proper technique when jogging across the pool. Posture, amount of lean, safety and intensity needs to be identified. Test will be an oral while performing exercise. EXSC 115A, B, C, D classes included.	Identify proper opposition of arms and legs while performing.

Understand the basic principles of cardiorespiratory endurance.	Lab
Understand the basic principles of weight training.	Lab
Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from easy to elevated levels of difficulty. Students may be tested on the performance of these routines for mid-term and final grades.	Final test for Outcome 1
Students will be able to demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.	Final test for Outcome 2
Students will be able to demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks.	Mid-term Testing for Ouctome 2
Students will be able to apply basic aerobic dance movement concepts with proper body alignment.	No Measure specified
Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work.	No Measure specified
Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention.	No Measure specified
Upon completion of the course, students will be able to identify fitness activities to improve cardiovascular endurance.	In Progress
Upon completion of the course student will be able to determine health status based on multiple tools included in the course such as resting heart rate and rate of perceived exertion. (126B)	In Progress
Upon completion of the course student will be able to create a fitness program to improve their cardiovascular fitness program. (126C)	In Progress
Upon completion of the course student will be able to design and implement an advanced cardiovascular fitness program. (126D)	In Progress

Students will demonstrate how to adjust seat height, seat forward/back, and handlebar settings for maximum efficiency and safety.	Performance Demonstration
Identify a series of varied exercise routines for an indoor exercise bicycle.	Demonstrate Workout Routines to Instructor
Using a variety of techniques introduced in class and through online resources, students will develop a progressive exercise regime for an indoor cycle.	Continue to monitor progress
Upon completion of the course, the student, within the context of the fitness center setting, will perform demonstrated or named flexibility & resistance training exercises and make performance adjustments based upon exercise cues.	Resistance Training Common Movement Patterns
Understand how to set up a functioning cardiovascular program	Cardiovascular Test
Understand how to set up a weight training plan.	Weight Training Test
Students will be able to analyze and develop diets to enhance other training methods to develop sport specific capabilities.	Sports Nutrition Variables
Students will develop an individualized conditioning program that includes cardio-vascular, weight, plyometric, speed and agility training.	Periodization Strategies
Upon completion of the course the student will be able to construct and execute a strength and training program.	Periodization Strategies
Identify proper lifting techniques when performing a bench press.	1
Identify proper lifting techniques when performing a wall and bar squat exercise.	1
Identify and complete a workout log and keep track of your class workouts.	1
	Crab Walk
	Bear Crawl

	English and Sanskrit Name of 3 Fundamental Yoga Postures and Proper Demonstration of Each
	Identify, Describe and Demonstrate One Regression for a Fundamental Yoga Pose of Choice
	Name and Describe Two Fundamental Stress Management Strategies
Upon completion of the course the student will be able to execute and practice fundamental warm up, breathing techniques, and heart rate monitoring for Muay Thai kickboxing. (147A)	Warmup and breathing teachniques.
Upon completion of the course, the student will be able to explain the relationship between Physical Fitness and Muay Thai Kickboxing. (147B)	Correlation of Activity and Kickboxing
Identify martial arts history, safety and etiquette.	1
Learn and identify fundamentals of martial arts.	1
Instructor will introduce the basic rules, different grips,racket positions and the areas of the court.	Demonstrating appropriate implementations
	No assessment findings available and will assess on 2015-2018 cycle

	Three systems
	Defensive absolutes
	No assessment findings available and will assess on 2015-2018 cycle
	Four principles of fundamental basketball.
	No assessment findings available and will assess on 2015-2018 cycle
Ability to connect passes with both feet to other players on the field during exercises or game situations at the appropriate level of the class the student is enrolled in.	No assessment findings available. Will assess in 2015-2018 cycle.

Ability to connect passes with both feet to other players on the field during exercises or game situations at the appropriate level of the class the student is enrolled in.	Passing
Ability to head the ball in the run of an exercise or in game competition for purposes of passing or shooting on goal at the appropriate level of the class the student is enrolled in.	Heading
Ability to head the ball in the run of an exercise or in game competition for purposes of passing or shooting on goal at the appropriate level of the class the student is enrolled in.	No assessment findings available. Will assess in 2015-2018 cycle.
Ability to shoot the ball on goal with proper form and the knowledge of when and where to shoot from within the field of play at the appropriate level of the class the student is enrolled in.	No assessment findings available. Will assess in 2015-2018 cycle.
Ability to shoot the ball on goal with proper form and the knowledge of when and where to shoot from within the field of play at the appropriate level of the class the student is enrolled in.	Shooting
Upon completion of the course the student will be able to execute throwing a softball using proper technique to maximize speed and distance. (176A)	Softball Throwing
Upon completion of the course, the student will be able to be assess their swing technique. (176B)	Batswing
Ability to demonstrate hitting a forehand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.	Forehand

Ability to demonstrate hitting a backhand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.	Backhand
Ability to demonstrate hitting a serve in exercises, drills and game simulations. Emphasis will be on footwork, ball toss, and proper swing. Students are given 10 balls and must serve into opposite court will be counted and measured at the appropriate level of the class the student is enrolled in.	Serves
Identify & apply fundamental volleyball skills in a game situation.	Skill demonstration
Demonstrate and perform the 6-6 and the 4-2 offensive formations.	Demonstrate through on-court participation/play
Be able to demonstrate catching and throwing with one hand.	Physical Performance
Demonstrate the basic set up of offense and defense.	Physical Performance
Upon completion of the course, the student will be able to identify and execute good shot selection based on criterion including two feet in the paint and/or an uncontested perimeter shot.	Number of contested shots vs. uncontested shots per activity
Ability to perform these systems in game competition and simulation—Offensive/Defensive/Communication. EXSC 204/205 classes included.	Identify our three systems related to intercollegiate basketball.

Ability to perform and communicate these five absolutes in a simulated game and competition skills. Consisting of 1-on-1, 2-on-2, 3-on-3, 4-on-4, and 5-on-5 situations. EXSC 204/205 classes included.	Identify the five defensive absolutes.
Ability to sustain the four principles of a good practice in warm-up/game situation drills/and cool down. EXSC 204/205 classes included.	Identifying the four principles of a good practice.
A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion EXSC 214/215 classes included	Basic Skills set

A = Perform all three defensive basics during competition which includes pressure on the ball, cover for your teammates and balance on the opposite side of the field with no hesitation. B = Perform all three defensive basics during competition which includes pressure on the ball, cover for your teammates and balance on the opposite side of the field with little hesitation. C = Perform all three defensive basics during competition which includes pressure on the ball, cover for your teammates and balance on the opposite side of the field with some hesitation. D = Perform all three defensive basics during competition which includes pressure on the ball, cover for your teammates and balance on the opposite side of the field with hesitation. F= No understanding and hesitation Exsc 214/215 classes included	Defensive schemes
A = Performing in all three formations during competition without hesitation or delay B= Performing in all three formations during competition with little hesitation or delay C= Performing in all three formations during competition with some hesitation or delay D= Performing in all three formations during competition hesitation or delay F= No understanding of formations and having hesitation and delay. EXSC 214/215 classes included	game formations
Identify and perform the five basic technical skills of soccer.	perform the five basic technical skills of soccer

Upon completion of the course, students will execute appropriate skills at their respective positions, student will improve their footwork, glove work and accuracy of throws.	Softball Variables
Upon completion of the course the student will be able to demonstrate advanced proficiency in the physical skills necessary to compete in an intercollegiate tennis singles or doubles match.	Skill Demonstration
Upon completion of the course the student will be able to identify and define tennis terminology and rules.	Skill Demonstration
Upon completion of the course students will be able to demonstrate an increase in both muscular and cardiovascular endurance by competing in a 3 set match without compromising skill performance due to fatigue.	Evaluating 2017 data.
Upon completion of the course students will be able to demonstrate apply newly acquired skills and build on existing knowledge and abilities to compete at an intercollegiate competition.	Evaluating 2017 data.
Students will be able to know recognize and implement basic volleyball terminology, offenses, defenses, strategies and rules.	Skill demonstration

Students will be able to execute and perform the following skills correctly: pass, set, spike, serve, poke and tip, offense, defense and transition.	Skill demonstration
Students will be able to evaluate and describe the importance of continual exercise for the rest of their life and what they can do to keep them on track.	No Measure specified
Upon completion of the course students will be able to define and explain advanced volleyball terminology, offenses, defenses, strategies and the sport's rules.	Skill demonstration
Students will be able to execute and perform the following skills correctly: forearm and hand pass, set, hitting to all areas of the court, jump-spin and/or jump-float serve, and digging hard-driven balls.	Skill demonstration
Upon completion of the course students will be able to implement the following skills correctly: pass, set, spike, serve, poke and tip, offense, defense and transition.	Will develop next cycle
Understand the basic principals and design of team offense.	Physical Performance
Understand the basic principals and design of team defense.	Physical Performance
Understand the basic principals and design of team offense.	Physical Performance
Understand the basic principals and design of team defense.	Physical Performance
Ability to identify goals and objectives, common leadership, success and failures, cooperate and collaborate, membership roles. EXSC 231A/231B classes included.	Team puopose
Ability to explain forming, storming, norming, and performing. EXSC 231A/231B classes included.	Identify the stages of team development.
Ability to explain role qualities, dysfunctional qualities, Team Leadership. EXSC 231A/231B classes included.	Team Member Roles/Empowerment/Communication/Mission Statement.

Ability to identify team goals and objectives, team rules and boundaries and to create a mission statement for the team to abide by at the appropriate level of the class the student is enrolled in. Short Answer Essay. EXSC 234A/234B	Makeup of soccer team
Ability to explain the importance of leadership within a team concept. Identify strengths and weakness of a team and how to build team chemistry from within at the appropriate level of the class the student is enrolled in. Short Answer Essay. EXSC 234A/234B	Unity, team chemistry
Ability to explain individual roles within a team and how to deal with the long season successes and failures at the appropriate level of the class the student is enrolled in. Short Answer Essay. EXSC 234A/234B	Individual roles within a soccer team
Students will be able to discus and apply advanced volleyball terminology, rules, and offensive & defensive theories.	Skill demonstration
Students will be able to apply advanced volleyball terminology, rules, and offensive & defensive theories to opponents' video.	Skill demonstration
Upon completion of the course the student will be able to identify and apply the rules of volleyball.	Will develop next cycle
Upon completion of the course the student will be able to explain the relationship of physical fitness and mental and emotional discipline to successful competitive performance in volleyball.	Will develop next cycle
Define the basic philosophies of exercise science including the relationships between lifestyle behaviors and the importance of an exercise science professional being an effective role model for health, fitness, leadership, and ethical character.	Professional role activity
Define the nature and scope of exercise science as a discipline and as a profession.	Assignment
Identify the sub-disciplines and allied fields within exercise science and explain their relationships to each other.	Exam Questions

Identify and explain career opportunities available to persons with exercise science competencies and degrees.	Paper
Understand how to measure vital signs, assessment by example.	Vital signs
Understand bandaging and taping techniques. Assessment by example.	Wrapping Techniques
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Students will complete at least 48 hours of service learning per unit.	MEASURE 1
Compare and contrast the three energy systems and their effectiveness under different exercise regimens and during recovery.	Three energy systems
List the bony landmarks and muscle attachments for the major muscle groups of human movement.	Learning Outcome 1 Assessment
Describe the sliding filament theory of muscle contraction and the energy sources for contraction in both aerobic and anaerobic states.	Learning Outcome 2 Assessment
Describe the muscles and joint movements involved in typical exercise programs and understand how to design comprehensive fitness programs.	Learning Outcome 3 Assessment
Integrate concepts and assess information regarding movement and exercise in the popular press as to its accuracy.	Learning Outcome 4 Assessment
Properly teach the Bench Press exercise.	Exam
Conduct a biometric measurement of heart rate and interpret results	Measurement and Interpretation of Heart Rate
Describe the basic principles of nutrition.	Basic principles of nutrition.
Identify exercises that should be avoided in each of the three trimesters of pregnancy.	Written exam.
Proper group exercise warm-up.	Group Exercise Warm-Up Measurement

Demonstrate skills necessary for obtaining employment and marketing services.	1
Evaluate the client's physical fitness level, interpret results and design a safe and effective exercise plan for an individual or group.	1
This outcome is essential to Yoga Teacher Training.	Continue to monitor progress
This outcome is essential to Yoga Teacher Training Essentials.	Analyze students' performance in beginner level yoga poses (asanas) to ensure proper alignment and safety.
This is a necessary outcome for this course.	Continue to monitor student progress.
Students will demonstrate knowledge of the influence of global colonial powers on the Philippines which contribute to immigration of Filipinos to the United States.	Exam
Students will have the ability to define the principles of exercise, explain the benefits of various kinds of training programs, and identify task-specific exercise training.	Exam
Describe the common types of fire and emergency services facilities, equipment, and apparatus.	1
Identify fire protection and emergency service organizations and careers in both the public and private sector.	1
Describe the history and evolution of the fire service.	1
Define the historical fire problem and progress of fire prevention in the United States.	SLO #1
Identify the need, responsibilities, and importance of fire prevention organizations.	SLO # 2
Identify the laws, rules, codes, and other regulations relevant to fire prevention and protection.	SLO #3
Identify and compare the common types of fire protection systems.	slo #1

Identify the classes of fire extinguishers and their application.	slo #2
Identify the classes of fire extinguishers and their application.	slo #3
Identify major types of building construction.	Exam
Identify the indicators of potential structural failure as they relate to firefighter safety.	Exam
Analyze the hazards and tactical considerations associated with the various types of building construction.	Exam
Recognize basic terms and concepts related to fire behavior and chemistry.	1
Describe fire suppression agents and their properties.	1
Compare and contrast methods and techniques of fire extinguishment.	1
Apply the fundamental principles of fire tactics and strategy to the complexities of fireground conditions utilizing the Incident Management System.	1
Identify and differentiate various fire fighting apparatus and equipment; explain the duties and responsibilities of each unit.	1
Demonstrate an understanding of the causes of Firefighter death and injuries and the effort to reduce and eliminate these incidents.	1
Describe the common types water systems available for firefighting uses.	1
Calculate water pump pressures and friction losses for different size hose & equipment.	1
Define hydraulic terms and explain the characteristics of water as they pertain to hydraulics and fire extinguishment.	1
Describe the common and specialized types of fire and emergency services apparatus and their use on emergency scenes.	1

Differentiate construction features and performance factors of pumpers, aerial ladders, elevating platforms and related specialized equipment.	1
Describe the evolution of the fire apparatus and the safety features on each apparatus.	1
User appropriate terminology for rescue equipment and knots.	1
Differentiate and demonstrate uses of rescue equipment and tools.	1
Choose proper rescue procedures and demonstrate appropriate care of victims.	1
Demonstrates knowledge of the basic principles and history related to the national firefighter life safety initiatives	Exam
Demonstrates knowledge of proper assessment of fire dangers, common fire situations, risk abatement, personal preparation for unforeseen fire emergencies.	Exam
Demonstrates knolwedge of problem-solving techniques for increased situational awareness and self-reliance in an emergency	Exam
Demonstrate the ability to perform basic firefighting manipulative tasks using fire suppression apparatus and equipment.	1
Demonstrates the ability to maintain basic rescue and fire suppression apparatus and equipment	2
Demonstrates knowledge the use and importance of ropes, ladders, and other equipment; forcible entry techniques; search and rescue; and physical fitness training	3
Demonstrates the proper operation of fire service equipment: Extinguishers and protective equipment	Exam
Demonstrates an understaning of proper hose, nozzles, fittings, and hose evolutions	Exam

Demonstrates the understanding of the service and operation of fire service ladders, salvage and overhaul procedures	Exam
Demonstrates knowledge of lifeguarding history, training, education, standardized procedures, environmental protection, ethics, physical and biological characteristics of the beach environment	Exam
Demonstrates the ability to apply different rescue techniques based upon facilities and equipment available	Exam
Demonstrates the understanding for proper recordkeeping, maintaining public relations, and the consideration of legal issues	Exam
Describe and identify lifeguard resources, equipment, and deployment strategies	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
Differentiate among various water observation and beach coverage systems and methods	EXAM
Analyze lifeguard resource and personnel operations during high rescue activity	EXAM
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Identify and describe the skills necessary to render immediate and temporary care to a victim of an accident or sudden illness until the services of a physician can be obtained	EXAM
Explain and identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene	EXAM
Assess physiological responses to internal organ failures	EXAM
Choose appropriate auto extrication procedures and systems for various types of auto extrication incidents	SLO 1
Differentiate among various types of auto extrication tools	SLO 2

Operate various types of auto extrication tools	SLO 3
Identify the steps built into the ICS design to compensate for previous incident management problems	Grades
Describe the primary guidelines related to command and general staff positions	Grades
Summarize principal responsibilities for each command and general staff member	Grades
Describe and explain the use and purpose of each of the twelve principle ICS features	SLO 1
Explain how the incident organization expands or contracts to meet operational needs of the incident or event	SLO 2
Describe the use of branches, divisions, and groups within the Operations Section and provide supervisory titles associated with each level	SLO 3
Recognize the responsibilities of each ICS organizational element	SLO 1
List the ICS positions and describe the roles and responsibilities of deputies and assistants	SLO 2
Describe ICS reporting and working relationships for technical specialists and agency representatives	SLO 3
Identify the steps built into the ICS design to compensate for previous incident management problems	SLO 1
Describe the primary guidelines related to command and general staff positions	SLO 2
Summarize principal responsibilities for each command and general staff member	SLO 3
Determine basic input data of terrain, fuels, and weather required for understanding wildland fire behavior for various times of the day or night	Grades
Identify and describe the environmental, topographic, and fuel factors that influence the behavior of\ wildland fire	Grades

Assess fireline data and fire behavior estimations to identify areas where fire suppression limitations exist	Grades
Analyze heavy rescue situations to determine appropriate techniques and equipment	SLO 1
Demonstrate technical and manipulative skills appropriate to heavy rescue situations	Grades
Design, construct, and use heavy rescue equipment and systems including rescue rope, anchors, safety lines, and related equipment	Grades
Apply human resource policies and procedures	Measure 1
Create a professional development plan	MEASURE 1
Demonstrate verbal and written communications during nonemergency incidents	MEASURE 1
Identify federal/state laws and regulations	Measure 1
Illustrate the organizational structure of a department	Measure 1
Describe the role of allied agencies as they impact delivery service	Measure 1
Define the various occupancies according to the current California Fire Code	Grades
Conduct a fire inspection	Grades
Describe fire detection systems	Grades
Describe principles of command	Grades

Describe the standard operating procedures for emergency operations	Grades
Analyze emergency scene conditions and determine tactical priorities for a variety of incidents	Grades
Identify wildland fire behavior elements including fuel, weather, and topography	Grades
Determine the jurisdictional responsibility areas in California and the relationship between the authority having jurisdiction and the assisting/cooperating agencies	Grades
Evaluate and demonstrate the company officer's duties and responsibilities related to wildland incident operations	Grades
Compare and contrast the roles of training officers and administrators	Grades
Identify desirable qualities for fire instructors	Grades
Develop complete course outlines	Grades
Identify the human resource management duties of a Fire Officer II	Grades
Identify the community and government relations duties of a Fire Officer III	Grades
Identify the inspection and investigation duties of a Fire Officer II	Grades
Identify the inspection and investigation duties of a Fire Officer II	Grades
Evaluate the rules, regulations, and sources covering responsibilities of lifeguards and supervisors	EXAM
Interpret and apply standards of ethics as explained in the Civil Service Rules	EXAM
Describe lifeguard injury prevention and health safety practices	EXAM
Identify and demonstrate proper use and maintenance of fire service tools and equipment	SLO 1
Compare and contrast OSHA regulations regarding respiratory protection standards	SLO 2
Identify and demonstrate safe practices in firefighting apparatus and equipment use	SLO 3
Plan a course of action to mitigate hazards in various types of fires	EXAM

Demonstrate proper extinguisher techniques using appropriate extinguishing agents on various fires	EXAM
Determine proper procedures and techniques of overhaul and salvage at fire incidents	EXAM
Demonstrate the following rescue procedures: rescue a person using the buoy technique; bring a person in from the surf using a rescue board; enter the water from a reef, from rocks, and from a pier to rescue a person	EXAM
Demonstrate how to stabilize and package a victim for a C-spine in the water	EXAM
Outline the methods and procedures to follow when an emergency occurs	EXAM
Explain how and why a fire burns	Grades
List fire extinguishing methods applicable to boat fires	Grades
List and describe at least five fire fighting tactics that will protect firefighters, reduce injury, help prevent loss of life, and reduce property damage during boat fires	Grades
Interpret laws and regulations related to safe ATV operation	Final exam
Identify ATV components	Final exam
Describe ATV safety equipment requirements	Final exam
Compare and contrast federal, state, and local boating laws and regulations	EXAM
Interpret the responsibilities of the personal water craft (PWC) crew in reference to the history of PWC use in open-water lifeguarding	EXAM
Identify PWC components, equipment, and apparel using appropriate terminology	EXAM
Differentiate the strategies and tactics involved with basic wildland firefighting, structural firefighting, and vehicle firefighting	SLO 1
Describe and demonstrate the use of lifesaving techniques, hoses, and equipment for self survival in the event of fire over-run or other firefighting emergencie	SLO 2

Operate hoses and specialized tools for structural firefighting and wildland clearing and digging	SLO 3
Students will define and demonstrate knowledge of fire department organization and culture, and the expectations of entry-level fire department personnel.	Grades
Student will demonstrate knowledge of fire department equipment through the selection and application of equipment for given firefighting tasks.	No Measure specified
Student will analyze and assess firefighter hazards inherent to the profession.	No Measure specified
Student will demonstrate the ability to communicate effectively through multiple methods of communication including: written, electronic, face to face, and radio transmitted messages.	No Measure specified
Student will demonstrate their knowledge of strategies, tactics and incident command through the selection and implementation of firefighting methods, and the application of the Incident Command and Emergency Management Systems.	No Measure specified
Student will demonstrate safe practices by using minimum standard safety procedures.	No Measure specified
Define the requirements per Authority Having Jurisdiction (AHJ) regulations in accordance with the IFSAC Firefighter 1 certification process	Grades
Don, doff, and prepare structural personal protective equipment for reuse	Grades
Don and doff a Self Contained Breathing Apparatus (SCBA)	Grades
Identify and operate the equipment carried on SDFD engines, brush units, tractor trailer trucks, and service trucks	Grades
Perform firefighter duties during high-rise fire operations, including identification of built-in fire protection systems and safety considerations	Grades
Describe, maintain, operate, and list limitations and safety practices for different types of ladders, including how to raise, extend, carry, and climb ladders safely	Grades

Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in management, policy and training standards for the fire service.	Grades
Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in management, policy and training standards for the fire service.	Grades
Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in hazardous material incidents, policy and training standards for the fire service.	Grades
Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in hazardous material incidents, policy and training standards for the fire service.	Grades
Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in firefighting tactics, policy and training standards for the fire service.	Summative Exam
Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in firefighting tactics according to policy and training standards.	Grades
Demonstrate attainment of requirements for practicing lifeguards and first responders as reflected in life guarding tactics, policy and training standards.	comulative examination
Demonstrate attainment of requirements for practicing lifeguards and first responders as reflected in life guarding tactics, policy and training standards.	EXAM
Demonstrate the following rescue procedures: rescue a person using the buoy technique; bring a person in from the surf using a rescue board; enter the water from a reef, from rocks, and from a pier to rescue a person	EXAM
Demonstrate how to stabilize and package a victim for a C-spine in the water	EXAM
Outline the methods and procedures to follow when an emergency occurs	EXAM

Develop intuitive learning methodologies to be assessed through oral and written exams	Geography 101
Students will apply through lab work the development of Geography 101 comprehension; this will be accomplished through oral or written exams	SLO1
Stdents will show understanding of the distionction between nation and country through completion of questions on an oral or written exam	Slo1
Students will comprehend why Brazil is a "country" but Portugal is a "nation."	Country versus nation
Differentiate among the 3 major types of plate boundaries and recongize their characteristic geologic features.	GEOL 100 FINAL
Survey of Rocks and Minerals: Correctly classify a set of hand-specimen rocks into the 3 major rock groups and correctly identify the most abundant mineral in each sample.	GEOL 101 Final Exam
Summarize the defining characteristics of a mineral; differentiate among igneous, sedimentary, and metamorphic rocks in terms of the rock cycle.	GEOL 104 Final Exam
Students will classify rock strata, faults and intrusions by age, using absolute and relative dating techniques.	Geology 111
Demonstrate an understanding of the advance of technology on the business of graphics	1
Students will gain the skills and knowledge needed for entry level employment and career advancement.	SLO #1
Students will gain the skills and knowledge needed for entry level employment and career advancement.	SLO #1
Students will gain the skills and knowledge needed for entry level employment and career advancement.	SLO #1

Students will analyze their nutritional intake and compare it with the new food guide pyramid to a healthy diet using the basic concepts of nutrition within the framework of the Dietary Guidelines for Americans.	Nutritional Analysis and Improvement
Students will complete a three-month project to evaluate life-style changes on modification of one self-identified health-related behavior.	Health Behavior Change Paper
Students will design a weekly exercise program to include both aerobic and anaerobic activity.	Ftiness Plan
SLO #1 Students will demonstrate an understanding of the major changes that resulted in Eurasian societies as a result of the Mongol Conquests by: a. Identifying the extent and nature of the Mongol achievement. b. Explain the social and political impact on traditional societies of China, the Middle East, India, and Europe of the conquests of Genghis Khan and his successors. c. Identify the technological changes that resulted from these conquests and which led to the European Age of Discovery. d. Describe the impact of the Mongol conquests on the Mongol people.	Mongol Conquest
Students will understand, through written or oral exam, the development of industrialization in Europe	SLO 1
Students will demonstrate, through an oral or written question on an exam, an understanding of feudalism	SLO 1

Students, through oral or written questions will comprehend the development of industrialization in Europe	SLO 1
Students will demonstrate an understanding of the major themes in early American history from contact between Europe and the Americas to the American Revolution by: 1. Differentiating between the different patterns of colonization by the Spanish, French, and English 2. Identifying the major factors that led to British preeminence in North America 3. Identifying key similarities and differences in the development of the Northern, Middle, and Southern Colonies 4. Identifying key individuals and groups and their respective roles in the development of British North America 5. Identify the forces the led up to the American Revolution	SLO 1 Objective
Students will develop an understanding through oral or written exam questions of American industrialization and its social effects	SLO 1
Analyze and explain similarities and differences between different civilizations throughout the Early Americas.	SLO #1
Critically analyze primary and secondary sources and construct thesis-based, analytical essays in the study of the history of the Early Americas.	SLO #2
Analyze and explain similarities and differences between different civilizations in the Americas during the Modern Era. .	SLO #1 Assessment
Critically analyze primary and secondary sources and construct thesis-based, analytical essays in the study of the history of the Americas in the Modern Era.	SLO #2 Assessment
Research, identify and describe significant historic periods, movements, trends, people, and events in the study of East, South, and Southeast Asia from the sixteenth century to the modern era.	SLO1

Students will through oral or written exam questions the development of the movement to gain women the vote	SLO 1
Through the use of oral or written exam questions, students will develop a comprehension of feminism as a philosophy	SLO 1
Distinguish and compare the roles and significance of agencies associated with Homeland Security and how they are interrelated.	SLO 1
Analyze various laws determining and impacting Homeland Security.	SLO 2
Examine historical events to compare and contrast how they impact Homeland Security.	SLO 3
Compare and contrast the vulnerabilities of national defense and the private sector and determine the threats to these institutions.	Outcome 1
Distinguish the value of intelligence analysis in its impact on security and risk management.	Outcome 2
Examine how the intelligence community operates and supports Homeland Security.	Outcome 3
Categorize the various border and transportation security challenges and choose the most effective methods to address these challenges.	SLO 1
Compare and contrast the differences between securing the various transportation infrastructure modalities.	SLO 2
Analyze the legal, economic, political and cultural concerns of transportation and border security and determine its impact on these concerns.	SLO 3
Ability to explain what factors led to the development of the first cities.	SLO #1
Ability to explain the four major disruptive events of the 14th century.	SLO #2
Able to Describe why the new society which resulted from the four major disruptive events was different from the past.	SLO #3
Able to compare and contrast the three David statues studied, name the sculptors, and detail which part of the David story they tell.	SLO #1

Ability to show how early Rock music expressed the new youth culture in the USA, with specific titles and artists named and explained.	SLO #2
Discuss the basic difference between Theisms as presented in both the Eastern and Western traditions.	SLO #1
Compare/Contrast basic concepts within a religion as they pertain to differences in interpretation among sects.	SLO #2
Explain key aspects of specific doctrine(s) within a particular religion.	SLO #3
Able to explain the uniqueness of the Egyptian afterlife process, including the trial of the soul, mummification, and the pyramids.	SLO 1
Able to detail the fall of Camelot and the implications of that fall for the heroes in the story.	SLO 2
Analyze and describe how common media forms affect society.	Combination Assessments
Explain the role different mass media played in the institutional development of the United States.	Combination Assessments
Discuss historical and current institutional influences on mass media in the United States.	Combination Assessments
Explain past and current trends in mass media ownership & control as well as the effects these have on society.	Combination Assessments
Demonstrate their knowledge of the various paralegal duties and ethics.	Grade
Demonstrate oral presentation skills with articles and brief reporting.	1

Use of technology to further research knowledge.	1
Demonstrate critical thinking skills with writing assignments.	1
Write various legal memoranda in the litigation process.	LEGL 115 SLO 1
Demonstrate critical thinking skills with application of tort assignments.	LEGL 120 SLO 1
Conduct themselves in an ethical and professional manner when confronted with a law office related conflict scenario.	LEGL 140, SLO 1
Demonstrate legal writing skills by preparing various pleadings.	LEGL 145, SLO 1

Demonstrate familiarity with functions, duties and ethics of a paralegal working in criminal justice system.	1
Draft demand letter on behalf of employee for unpaid wages, overtime, meal and rest break violations pursuant to the California Labor Code.	SLO 1
Evaluate a client situation and apply facts and figures to prepare a Chapter 7 and Chapter 13 bankruptcy petition.	1
now the ethical duties of the paralegal under the supervision of an attorney handling a family law issue.	1
Demonstrate critical thinking skills with writing assignments.	Final Exam Results
Description goes here	Final Exam
Demonstrate critical thinking skills with writing assignments.	SLO 1
Demonstrate oral presentation skills with articles and brief reporting.	SLO 1
Upon successful completion of the course, the student will be able to apply basic principles of legal research, legal analysis, critical thinking, and problem solving in an environmental case.	SLO 1
Demonstrate oral presentation skills.	SLO 2 - Ethics

Apply principles of professional ethics to specific administrative law cases and situations.	Ethics exam questions
Upon completion of this course, students will prepare an essay demonstrating an in-depth understanding of intellectual property fundamentals in the areas of patent, copyright and trademark.	Essay
Upon completion of this course, students will prepare an essay demonstrating an in-depth understanding of real property fundamentals .	Essay
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Students will prepare a Works Cited page using the 8th edition of the MLA Handbook for Writers of Research Papers.	Assignment
Students will use nested Boolean operators to refine search results.	Midterm Exam Question
Students will evaluate resource criteria using particular “indicators” to determine reliability.	Final Exam Question
Organize the scope of marketing and the 5P’s of business marketing in both product and service businesses, with emphasis upon multi-cultural and ethical environments in global environment.	Multiple choice test
Organize marketing case studies within businesses and develop a marketing plan.	Multiple choice test

Examine the role of the Internet, e-commerce, and emerging technologies and their influence on today's marketing strategically.	Multiple choice test
Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor.	MEASURE 1
Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey.	Survey Questions

Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey.	Survey Questions

Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey.	Survey Questions
Students will show proficiency in basic algebra skills and their applications.	SLO 1

Students will show proficiency in statistical calculations and in representing and interpreting data.	SLO 2
Define and evaluate the trigonometric functions of angles described in right triangles or on the unit circle, in degree and radian measure.	Exam questions
Analyze and graph trigonometric and inverse trigonometric functions, including the phase shift, period, vertical shift, amplitude, asymptotes and the domain and range.	Exam questions
Derive and prove trigonometric identities.	Exam questions
Solve trigonometric equations, and solve appropriate applications and right triangle problems.	Exam questions
Students will acquire skills from intermediate algebra, and successfully apply them to a variety of situations.	Project
Students will further their statistical knowledge and build understanding of probability fundamentals.	Project
Analyze and graph polynomial, absolute value, piecewise-defined, rational, exponential and logarithmic functions, including finding zeros and determining domains and ranges.	Exam questions
Solve applications problems that can be modeled by polynomial, absolute value, piecewise, rational, exponential or logarithmic functions.	Exam questions

Solve applications problems that can be modeled by systems of linear equations or inequalities or non-linear equations or inequalities, using various techniques, including matrices and determinants.	Exam questions
Apply the tools of mathematical logic such as truth tables and Venn diagrams to solve real world applications.	Exam Question
Student will utilize a variety of non-traditional problem-solving techniques to develop solutions to problems that could be solve algebraically.	Project
Students will observe and analyze a pattern to solve a problem that cannot be solved using a standard mathematical operation.	Student Artifact
Organize, describe and interpret data sets in meaningful tables and graphs, and evaluate measures of central tendency and variation.	Exam Questions
Use hypothesis testing to investigate claims involving one or two samples, utilizing the standard normal distribution, t-distribution, r-distribution, and X2-distribution.	Exam Questions

Evaluate probabilities using the laws of probability, the standard normal distribution, t-distribution, or X2-distribution. Find probabilities using the binomial distribution. Interpret probabilities given data represented by a histogram. Interpret probabilities given data represented by a boxplot.	Exam Question
Solve problems involving computing limits of algebraic and transcendental functions and apply this concept to the ideas of continuity and differentiability of functions.	Exam Questions
Compute derivatives of algebraic and transcendental functions using both the limit definition of derivative and the associated derivative laws, and apply these techniques to the skills of curve sketching, optimization, and business, natural, and social science applications.	Exam Questions

Calculate anti-derivatives of algebraic and transcendental functions using the technique of substitution where appropriate; compute definite integrals using the Fundamental Theorem of Calculus; and apply these ideas to determining the area under a curve and the area between two curves, as well as solving associated applications problems.	Exam Questions
Calculate antiderivatives using integration by parts and integral tables and use these techniques to set up and solve differential equations and other related applications problems.	Exam Questions
Define, evaluate, and graph trigonometric functions and be able to differentiate and integrate them as well as solve applications problems.	Exam Questions
Analyze and graph functions of several variables; compute partial derivatives and use them to solve constrained optimization problems; and evaluate and graphically interpret double integrals.	Exam Questions
Analyze polynomial, rational, exponential, radical, logarithmic and trigonometric functions and conic sections, and their graphs, to determine their domains, ranges, discontinuities, asymptotes, limits and graphs.	Exam questions
Perform algebraic operations on polynomial, rational, radical, exponential, logarithmic and trigonometric functions, including factoring, simplifying, composition, decomposition, and finding inverses.	Exam questions
Solve applications problems that can be modeled by polynomial, rational, radical, exponential, and logarithmic and trigonometric functions.	Exam questions

Apply matrices, determinants, sequences, series or the binomial theorem to solve applications problems.	Exam questions
Evaluate and graph trigonometric and inverse trig functions, prove trigonometric identities, and use them to solve applications problems.	Exam questions
Analyze polynomial, rational, trigonometric, radical, exponential, logarithmic and inverse functions to graph them, indicating symmetry, asymptotes, discontinuities, limits and extrema.	Outcome 1
Use the limit definition to determine the derivative of a function.	Outcome 2
Determine the derivative of polynomial, rational, trigonometric, hyperbolic, radical, exponential, and logarithmic and inverse functions, and describe how the derivative relates to the function.	outcome 3
Determine the definite and indefinite integral of polynomial, rational, trigonometric, hyperbolic, radical, exponential, logarithmic and inverse functions, using formulas or numerical integration techniques, and describe how the integral relates to the function.	outcome 4
Analyze and solve physical, geometric, related rates and optimization problems using the appropriate functions, derivatives or integrals	outcome 5

1. Solve applications problems involving integration and utilize integration techniques including integration by substitution, parts, partial fractions, trigonometric, tables, and computer algebra systems, and apply these techniques to the evaluation of improper integrals and the determination of their convergence or divergence properties.	Exam Questions
2. Analyze and solve single linear ordinary differential equations problems involving separation of variables and solve modeling problems involving these differential equations.	Exam Questions

3. Identify and analyze infinite sequences of real numbers and series including the geometric series, harmonic series, and telescoping sums, and determine their convergence or divergence properties using different convergence tests, including the Integral Test, the Ratio Test, the Root Test, the Comparison Test, the Limit Comparison Test, the Alternating Series Test, and the Test for Divergence.	Exam Questions
Determine the radius of convergence of a power series and identify the Taylor series of a given function and use it in consultation with Taylor's Theorem to approximate values of functions.	Exam Questions
Students will apply mathematical concepts and critical thinking skills needed to teach elementary school mathematics with emphasis on number and function theory as well as applications.	Project

Perform basic logical operations and generalize the rules of logic to set theory and Boolean Algebra.	Exam Questions
Perform basic set operations and determine set equivalence and the cardinality of sets.	Exam Questions
Implement various methods of proofs including proofs by induction, in proving a large selection of mathematical statements.	Exam Questions
Prove and apply basic theorems from number theory.	Exam Questions
Determine whether a relation is a function and identify the function's properties.	Exam Questions

Apply methods of proofs and/or analysis to a variety of topics such as combinatorics, graph theory, sequences and series, or algorithms.	Exam Questions
Calculate the critical points of a differentiable multivariable function in an open ball, and applying the second derivative test, determine if these points are relative maxima, relative minima, or saddle points.	Exam Questions
Calculate double and triple integrals over rectangular and non-rectangular regions, by iterating, by changing the order of integration, or by changing variables.	Exam Questions
Apply Green's, Stoke's, and the Divergence theorems, and calculate surface integrals over parametrized piecewise smooth surfaces to compute flux of a vector field.	Exam Questions

Solve dependent systems of linear equations using Gaussian elimination and state their solutions parametrically; solve independent systems using Gaussian eliminations or the inverse of the coefficient matrix; identify systems of linear equations which are inconsistent.	Exam questions
Solve applications involving several variables and several linear equations by solving the corresponding system of linear equations.	Exam questions
Compute the eigenvalues and corresponding eigenvectors of a square matrix, and diagonalize the matrix if possible.	Exam questions
Solve various types of differential equations and initial value problems using a variety of techniques including the method of undetermined coefficients, variation of parameters, and reduction of order.	Exam Questions

Use differential equations and initial value problems to model a variety of physical phenomenon, like: motion problems, Newton's Law of Motion, variable acceleration, population models, free oscillation, damped oscillation, forced mechanical and electrical vibrations and resonance.	Exam Questions
Find solutions to initial value problems using Laplace Transforms.	Exam Questions
Solve basic linear equation in one variable using the addition and multiplication rules.	Exam Questions

Translate English expressions into algebraic expressions.	Exam Questions
Evaluate expressions using the rules for order of operations.	Exam Questions
Solve geometry problems using perimeter and area formulas.	Exam Questions

Solve simple word problems by translating them into a linear equation or inequality in one variable, solving the equation/inequality, and then stating a clear solution to the problem.	SLO 1

Solve applications problems involving the relationships among geometric figures and measures by applying the appropriate geometric properties and formulas regarding lines, angles, area and perimeter.	SLO 2

Simplify expressions involving operations such as addition, subtraction, multiplication, division and exponents with polynomials, and solving equations containing such expressions.	SLO 3

Analyze and solve applications problems modeled by linear equations in two variables by graphing them on the coordinate plane and interpreting the graph to determine the solutions.	SLO 4
Describe and graph functions, determine their properties and apply algebraic operations.	SLO 5

The student will be able to solve equations including absolute value equations.	Exam Question
The student will be able to solve equations including quadratic equations.	Exam Question
The student will be able to solve equations including square roots equations.	Exam Question
The student will be able to solve equations including equations containing square roots.	Exam Question

The student will be able to solve equations including exponential equations.	Exam Question
The student will be able to solve equations including exponential equations.	Exam Question
The student will be able to solve equations including logarithmic equations.	Exam Question
The student will be able to solve equations including logarithmic equations.	Exam Question
Students will demonstrate comprehensive knowledge of the clinical chemistry and urinalysis techniques spanning the preanylitical, analytical and postanalytical techniques and methodologies. These skills will be used in a clinical or medical research laboratory to diagnose, monitor and treat physiological and pathological conditions of patients.	Comprehensive Knowledge

Students will demonstrate comprehensive knowledge of the clinical chemistry and urinalysis techniques spanning the preanylitical, analytical and postanalytical techniques and methodologies. These skills will be used in a clinical or medical research laboratory to diagnose, monitor and treat physiological and pathological conditions of patients.	Licensing Exam
Students will demonstrate knowledge of the skills used to evaluate laboratory testing methods; describe and use clinical chemistry analytical techniques including quality control, quality assurance and safety; discuss the principles of laboratory automation, various analytical instrumentation, immunoassays and molecular theory.	Comprehensive Lab Exam
Students will demonstrate knowledge of the skills used to evaluate laboratory testing methods; describe and use clinical chemistry analytical techniques including quality control, quality assurance and safety; discuss the principles of laboratory automation, various analytical instrumentation, immunoassays and molecular theory.	Laboratory Knowledge and Skills
Students will demonstrate the knowledge of the clinical correlations, analytical instrumentation and procedures used to in Clinical chemistry and urinalysis detect, identify, measure, evaluate, correlate and monitor biological specimens representative of the body and organs systems for the purposes of obtaining scientific data which may be used to as an aid to ascertain the presence, progress or source of disease or physiological conditions in human beings.	Comprehensive Final Exam
Students will be able to apply basic principles and theory of clinical hematology, immunology and blood banking in the clinical laboratory setting.	Comprehensive final exam
Students will be able to apply basic principles and theory of clinical hematology, immunology and blood banking in the clinical laboratory setting.	Licensing Exam
Students will beable to demonstrate working comprehension of the technical and procedural aspects of the laboratory tests used in clinical hematology, immunology and immunohematology.	Student Performance of Laboratory Exercises

Identify and describe the principles of quality control and quality assurance in the hematology/immunology laboratory.	Quality Assurance
Possess ability to recognize and evaluate abnormal and inconsistent test results and determine appropriate action.	Clinical Correlations
Demonstrate a working comprehension of the technical and procedural aspects of the laboratory tests used in clinical microbiology	Comprehensive Final Exam
Demonstrate a working comprehension of the technical and procedural aspects of the laboratory tests used in clinical microbiology	Evaluation of Student Performance
Demonstrate a working comprehension of the technical and procedural aspects of the laboratory tests used in clinical microbiology	Licensing Exam
Demonstrate the ability to follow established procedures established procedures for collecting and processing biological specimens for analysis	Comprehensive final exam
Apply knowledge of clinically relevant microorganisms to identification testing	Identification of Unknowns
Identify, describe and apply principles of quality assurance and quality control	Comprehensive Final Exam
Apply basic principles of clinical microbiology in a laboratory setting	Apply Principles of Microbiology; Unknown ID
	No Measure specified
Understand and apply departmental safety procedures.	Safety
Demonstrate understanding of test methods and principles used during training.	Test Methods
Run 5 - 10 parallel patient samples with appropriate QC. Samples must agree with reported results within limits set for method comparison.	Demonstrate learning
Demonstrate and apply department safety procedures.	Safety

Know and understand Ouality Assurance and Quality Control. Explain the QC evaluation process including corrective steps necessary when results are out of range.	Quality Control
Successfully run 5 - 10 parallel samples with appropriate QC. Samples must agree with reported results within limits set for method comparison.	Parallel Testing
Demonstrate and apply departmental safety procedures.	Safety
Demonstrate knowledge of instrument set up including daily maintenance.	Instrument set-up and maintenance
Know and understand test methods and principles used during training.	Knowledge of test methods and principles
Run 5 - 10 patient parallel samples with appropriate QC. Samples must agree within limits set for comparison studies.	Parallel specimen testing
Demonstrate and apply departmental safety procedures.	Safety
Demonstrate knowledge and understanding of instrument set up including scheduled maintenance.	Knowledge and understanding of instrument set up
Demonstrate knowledge and understanding of test methods used during training.	Blackboard weekly quizzes
Demonstrate knowledge of Quality control including use and frequency. Explain the QC evaluation process including corrective action that must be taken when controls are out of range.	Knowledge of quality control
identify verbally (in words) and recognize aurally (in sound) the various elements and structures of music (such as rhythm, pitch, melody, harmony, timbre, and form)	Measurement 1
In this course, you will differentiate between different Rock styles and musicians studied in class.	Measure 1
The student will demonstrate a basic understanding of the proper elements of music.	Exam
In this course, you will identify the various styles, style periods, and artists of jazz in chronological order.	measure 1
Students will play 5-finger major scale pattern in all keys.	SLO 1

	SLO 1
	SLO 2
	slo 3
	slo 4
	SLO 1
	SLO 1
Recognize, use, and analyze the elements of musical notation	Measuure 1
Students will demonstrate knowledge of keys and chords.	test
Demonstrate the use of harmony, rhythm, and texture in creating musical form.	SLO 1
Locate, comprehend and interpret manuals and equipment specifications.	final project
Differentiate between and explain the equipment found in an electronic music studio.	project
Analyze and problem solve recording situations of various instruments.	SLO#1
Creatively apply recording technology.	SLO #2
Determine which studio technology to use to achieve the best results in recording.	SLO #3

Analyze and problem solve MIDI situations and networking.	SLO #1
Students submit projects to demonstrate applied technology learned	SLO #2
Analyze and decide which technology to use in the completion of MUSIC 205A projects.	project
To analyze and decide which technology to use in the completion of MUSIC 205B projects.	project
Read and play simple piano music	SLO 1
Transpose simple melodies	SLO 2
Understand fundamental musical terms and music theory concepts	slo 3
Read and write simple rhythms in common time signatures	SLO 4
Play chords and exercises in all major key five-finger positions	SLO 5
Harmonize simple melodies with I and V tones	SLO 6
Students wil notate simple rhythms and melodies	test
Students will sing simple melodies from notation.	test

Sightsing and transcribe simple melodies containing intervals from major and minor scales in treble and bass clefs	SLO 1
Students will be able to utilize computer software to analyze macronutrient and micronutrient content of dietary intake.	Diet Project - Analyze Nutrient Content of 3-day Food Intake
Students will be able to apply scientific principles of food handling (sanitation and food safety) to food preparation and storage to reduce foodborne illnesses.	Food Safety Actiivty
Students will be able to evaluate their eating habits based on principles learned in class.	Diet Project - Interpret and Apply Results of Diet Analysis Project
Students will be able to use computer software to assess nutritional contributions made by food combinations traditionally consumed by selected ethnic groups and create nutritionally balanced menus for selected ethnic groups.	Students will be able to use computer software to assess nutritional contributions made by food combinations traditionally consumed by selec
Students will be able to analyze the diversity of food customs among geographic regions.	Analyze the diversity of food customs among geographic regions.
Students will be able evaluate the psychosocial and economic factors that influence food habits.	Evaluate the psychosocial and economic factors that influence food habits
Students will be able to use technology to calculate energy needs based on basal metabolism and physical activity.	Use technology to calculate energy needs based on basal metabolism and physical activity
Students will be able to identify the key roles of nutrients as well as describe health problems associated with the digestion, absorption and transportation of nutrients.	Identify the key roles of nutrients as well as describe health problems associated with the digestion, absorption and transportation of nutr

Students will be able to use evidence based research to critique current topics in nutrition.	Critique current topics in nutrition using evidence based research.
Students will be able to use computers to research, compile, and review data for personal health.	Technology
Students will be able to analyze and evaluate macro and micro-nutrient contents of their dietary intake.	Personal Actions - Analyze and Interpret macro and micro-nutrient intake in comparison to their needs for athletic performance
Students will be able to analyze and interpret nutritional needs and concerns that affect athletes.	Critical Thinking - Analyze and identify, interpret the nutritional needs and concerns that affect athletes
Students will be able to modify a regular diet menu to accommodate the dietary needs of patients with various diseases and/or conditions.	Modify a regular diet menu to accommodate the dietary needs of patients with various diseases and/or conditions
Students will be able to identify the components of a nutritional assessment and assess a patient's nutritional status using medical and diet histories, anthropometric measures, and biochemical analyses.	Identify the components of a nutritional assessment and assess a patient's nutritional status using medical and diet histories, anthropomet
Students will be able to create a nutritional support plan and identify nutrition support products available for patients requiring oral supplements, tube-feeding, and total parenteral support.	create a nutritional support plan and identify nutrition support products available for patients requiring oral supplements, tube-feeding, a
You need to research a career that you may wish to pursue. You may find research information on the Internet or in the library. I want you to make the project as visual as possible. No matter what you intend to do I want detailed and specific plans. This assignment includes a 4-7 minute oral presentation. Be sure to follow directions on time minimums and maximums for your presentation. Include information on the career that you have selected: • What are the educational or degree requirements • Describe your job and what you are responsible for doing • Where do you work? • How much do you earn? • Why you chose this career?	Developing a student educational plan

Each student/group will be required to give a 3 minute oral presentation discussing what you did and what you learned in this assignment. • You may create Powerpoint presentations (a minimum of 5 slides) that cover the details of volunteering, including photos, details etc. • A video (using programs such as youtube). A poster board with pictures and information about the visit.	Oral presentation
Resume Writing Assignment Example: TYPES OF RESUMES http://careerweb.georgetown.edu/prepare/resumes/6637.html Do your research to determine the appropriate resume and follow the job description carefully. Must be submitted in class and using Microsoft Word formatting.	Resume
Identify and utilize specific job search techniques	Job search techniques
Explore and apply career development information through the use of technology	Career Development Information
Assess personal characteristics such as values, skills, interests	Personal Characteristics
Identify obstacles that thwart emotional development and mental growth using compassion and observational exercises.	Identifying obstacles
Plan, draft, and write and goal-setting and goal-achievement project aimed at any personal goal to achieve aspirational development and balance.	Goal setting
Identify and demonstrate self-responsible, collaborative workplace, and group setting behaviors through classroom exercises.	Individual and group behaviors
Demonstrate an ability to assess the soundness of the argument by assessing deductive validity using appropriate deductive techniques.	SLO #1
Demonstrate an ability to assess the cogency of the argument by assessing inductive strength using appropriate inductive techniques.	SLO #2
Demonstrate an understanding of the logical structure of the argument.	SLO #3
To recognize and understand proper uses of Basic Inference rules.	SLO #1

To learn and apply proper Truth Table functions.	SLO #2
To be able to perform both direct and indirect proofs.	SLO #3
Demonstrate an understanding of the difference between Empiricism and Rationalism.	SLO #1
Demonstrate an understanding concerning foundational metaphysical and/or epistemological concepts or distinctions covered in the course.	SLO #2
Demonstrate an understanding of key theorists, being able to articulate particular positions and discern potential implications therein.	SLO #3
Demonstrate understanding of foundational ethical theories.	SLO #1
Demonstrate an understanding of both cultural and rational ethical inquiry, and how they impact decision making.	SLO #2
Articulate a coherent argument in support of a position and discuss potential rebuttals.	SLO #3
Explain and analyze a Pre-Socratic philosophical argument	SLO #1
Explain and analyze a Medieval philosophical argument	SLO #2
Critically evaluate the relationship between a philosophical argument from the Pre-Socratic era and a related argument from the Medieval era	SLO # 3
Demonstrate an understanding of the major philosophical issues and their contemporary critiques that continue to apply to a wide variety of human endeavors.	SLO #1
Demonstrate the ability to evaluate philosophical positions critically and systematically.	SLO #2
Demonstrate an understanding some of the diverse assumptions and values that shape our experiences and attitudes.	SLO #3
Demonstrate an understanding of the difference between deductive and inductive logic.	SLO #1
Demonstrate an understanding of some basic aspects of metaphysical and or axiological inquiry up for debate.	SLO #2

Demonstrate an understanding of foundational elements of academic writing ranging from thesis development, research processes, writing techniques or essay structure.	SLO #3
Describe the scientific method; distinguish among scientific observations, hypotheses, theories, and laws.	phyn 100 final
Describe the scientific method; distinguish among scientific observations, hypotheses, theories, and laws.	phyn 101 final
Identify the name and general outline of at least 5 tectonics plates on a world map and correctly list and describe the major sea floor features associated with the 3 major types of plate boundaries.	phyn 120
Sketch an accurate free-body diagram of external forces acting on a system.	PHYS 125 Exam
Use Newton's three laws of motion to solve problems involving acceleration and force.	PHYS 125 Exam
Use the Principle of Conservation of Mechanical Energy and the Work-Energy Theorem to solve energy-related problems.	PHYS 125 Exam
From the established laws and theories of electricity and magnetism, explain, analyze, and assess an electromagnetic phenomenon.	PHYS 126 Exam 2
Describe the different properties of light and the role it played in modernizing physics.	No Measure specified
For a given motion observation, students can evaluate the forces acting on the object, draw a free-body diagram, apply Newton's laws of motion, and predict the path of the moving object.	Final Exam Question
Demonstrate an understanding of the basic concepts of electricity and magnetism, optics, and elements of modern physics.	Physics 180B
For a given motion observations, students will be able to determine the best measuring technique to determine the position, velocity, or acceleration of the object; and students will demonstrate their understandings of the limitation in their measurements.	Exam Question

For a given electromagnetic observation, students will be able to determine the best measuring technique to determine the charge, potential, resistance, or voltage; and students will demonstrate their understandings of the limitation in their measurements.	Measure for 181B
Students will be able to make and interpret graphs of motion, and use force diagrams in conjunction with Newton's Laws to reason qualitatively and quantitatively about force and motion phenomena.	Phys 195 SLO 1: Freebody Diagram and Graphs
Student will be able to explain an electromagnetic phenomenon from established Electromagnetic theories and laws.	Final Exam
The student will be able to calculate the frequency, period, wavelength, and wave-number of a mechanical or electromagnetic wave.	Phys197_exam1
The student will be able to calculate the frequency, period, wavelength, and wave-number of a mechanical or electromagnetic wave.	SLO 1 Fall 2016
Students will develop a comrehension of the articles of the Constitution through written or oral exam questions	SLO 1
Through written or oral questions on an exam, students will demonstrate an understanding of the two party system	SLO 1
Students will, through oral or written exam questions, comprehend the distinction between "republic" and "democracy."	SLO 1
Identify significant debates in the arena of contemporary international affairs	SLO 1
Students will complete at least 48 hours of service learning per unit.	MEASURE 1
Students will demonstrate working knowledge of historical roots and major systems and theories of psychology; including Psychodynamic, Behaviorism, Cognitive and Humanistic principles of data collection and analysis.	SLO 1
Students will demonstrate working knowledge of principles of data collection and analysis.	SLO 1

Students will demonstrate working knowledge of psychological principles from a culturally diverse perspective.	SLO 1
Students will demonstrate understanding of theories and research relevant to adolescence as a distinct developmental period.	SLO 1
Students will demonstrate understanding of the overlapping influences of biology, cognition, and social factors on adolescent development.	SLO 1
Students will compare and contrast the cultural and generational context of adolescence in western and non-western societies.	SLO 1
Upon successful completion of the course, students will be able to interpret strengths and weaknesses of psychological theories as linked to the experience of women.	SLO 1
Upon successful completion of the course, the student will be able to understand the various theoretical perspectives and research methods used in studying marriage and the family.	SLO 1
Upon successful completion of the course, the student will be able to understand the major scientific methods of studying human sexual behavior.	SLO 1
Through oral or written exam questions students will be able to define mass hysteria	SLO 1
Describe a variety of academic career options in the field of psychology.	Career Options
Distinguish between academic and clinical psychology.	Academic/ Clinical Distinctions
Upon completion of the course, students will comprehend the methodologies used in measuring learning	SLO 1

Through oral and written exam questions, students will define "maturity" and "childhood"	SLO 1 Lifespan
Students will identify and assess various disorders using the current DSM.	SLO 1
Students will demonstrate understanding of the difference between psychologists, psychiatrists and other mental health professionals	SLO 2
Students will compare and contrast major theoretical positions regarding the cause and treatment of psychopathology	SLO3
Students will communicate understanding of correlation between psychological disorders and cultural influences.	SLO 4
Students will demonstrate knowledge of research designs, experimental methods, non-experimental methods, and standard research practices.	SLO 1: Method
Students will design and conduct original research using appropriate research designs, methods, statistics, and ethics and demonstrate proficiency in APA style.	SLO 2: Research Methods
Upon completion of the course students will comprehend the application of statistics to the social sciences	SLO 1
The laboratory class will serve to give students a better comprehension of data entry, graphing, analysis, and what can be discerned from these statistical formats in mapping individual and group psychological dynamics.	SLO 1
From a study of human physiology, students will develop a comprehension of how the parts of the body aid in the development of emotion, perception and personality.	Psychology 260
Illustrate history and importance of real estate, real property, personal property, estates and methods of holding title; create liens, encumbrances.	Exam or other
Explain how to establish real estate agency; regulation, duties, obligations of brokers and salespersons, contacts, disclosures.	Exam or other

Describe real estate financing instruments, lenders, regulations, mortgage insurance, primary/secondary markets, government programs, appraisal process, escrow, title insurance.	Exam or other
Demonstrate how real estate knowledge can be applied in professional environment, investing, landlord/tenant relations, taxation, land use and development, real estate careers.	Exam or other
Explain the historical development of real estate legal concepts; the legal systems, the courts, balance of power and constitutional rights related to real property.	Note: This course was not offered during 2013-15.
Identify essential elements of a contract, formation, breach, avoidance, enforcement, and remedies; contract uses; statutory and common law disclosure requirements.	Note: This course was not offered during the 2015-18 cycle.
Describe the fundamental issues of real property sales, financing, acquisitions and foreclosure; the alternative tools used to convey interests in property; zoning and private land-use restrictions.	Note: This course was not offered during the 2015-18 cycle.
Demonstrate knowledge of the basic tenets of landlord-tenant law, including evictions; the recordation process, title matters, property tax and government enforced liens.	Note: This course was not offered during the 2015-18 cycle.
Describe the characteristics of real property and the three approaches to its valuation.	Note: This course was not offered during the 2015-18 cycle.
Explain how real estate markets are defined and identify key concepts and uses of market analysis.	Note: This course was not offered during the 2015-18 cycle.
Explain the process for determining highest and best use and identify the four tests used for this purpose.	Note: This course was not offered during the 2015-18 cycle.
Demonstrate understanding of the flow of money and credit, federal monetary policy, instruments of real estate finance, institutional and non-institutional lenders, real property loan laws and regulations.	Exam or other
Describe conventional and government-backed financing, alternative mortgage instruments, points, discounts, and secondary mortgage market.	Exam or other

Explain the process of qualifying the property, the borrower, processing, closing, and servicing loans, foreclosure, and other lending problems.	Exam or other
Provide information on construction loans and requirements, creative financing, and financing of investment properties, commercial and industrial properties.	Exam or other
Exhibit understanding of the real estate career, teams and partnerships, business plan, goal setting, broker/salesperson relationship, professional designations, ethics, business and professions code, antidiscrimination legislation, mandatory disclosures.	N/A: This course was not offered during the 2015-18 cycle.
Explain prospecting process, working with buyers and sellers techniques, advertising and marketing techniques.	N/A: This course was not offered during the 2015-18 cycle.
Demonstrate knowledge of effective purchase contract, negotiations and single and multiple counteroffers, escrow timeline, estimate of closing costs, financing process, title insurance, life of escrow.	N/A: This course was not offered during the 2015-18 cycle.
Describe the listing preparation and presentation, agreement types, servicing, modifications, and release of contract; real estate financing, and taxation issues.	N/A: This course was not offered during the 2015-18 cycle.
Describe the interrelationship between economics and real estate and the interaction of supply and demand in real estate markets.	This course was not offered during the 2015-18 cycle.
Discuss government regulations and the effect of the Federal Reserve on real estate activity.	This course was not offered during the 2015-18 cycle.
Analyze: patterns of land use, neighborhoods as barometers of change, commercial and industrial markets, and recreational real estate trends.	This course was not offered during the 2015-18 cycle.
Explain real estate investment principles and income tax aspects of investment.	This course was not offered during the 2015-18 cycle.
Explain: Lease fee valuation as compared to fee simple interest, the principle of standard deviation, and the various approaches used in depreciation analysis, and the impact of easements in the valuation of real property.	This course was not offered during the 2015-18 cycle.

Compare and contrast methods used in the capitalization of income and apply the Gross Rent Multiplier, Direct Capitalization, Land Residual, and Building Residual techniques to valuate income producing properties.	This course was not offered during the 2015-18 cycle.
Describe the following: Units and elements of comparison, the sales comparison approach and the sequence of adjustments; as "methods of extracting adjustments".	This course was not offered during the 2015-18 cycle.
Analyze and calculate even and uneven discounted cash flows by forecasting over various holding periods using the industry standard HP 12c financial calculator.	This course was not offered during the 2015-18 cycle.
Explain the function of computer hardware, software, and Internet resources as used in the real estate industry.	This course was not offered during the 2015-18 cycle.
Describe the following: how addressing the internet is accomplished, how to use bookmarks and favorites to locate frequently used web addresses and web sites, and the various internet resources available to assist in marketing, advertising, and presentations.	This course was not offered during the 2015-18 cycle.
Illustrate an understanding of web searching the Department of Real Estate and examine license agency regulations on computers and list the requirements to obtain a Real Estate Appraisal License in California using the internet.	This course was not offered during the 2015-18 cycle.
Identify and value the use of the following: time management software applications, internet databases for real estate, Department of Real Estate approved trust fund accounting programs and various office peripheral equipment.	This course was not offered during the 2015-18 cycle.
Students will, through written or oral exam questions, demonstrate an understanding of diverse cultures within the United States and beyond.	SLO 1
Through written or oral exam questions, students will describe the prevalence of racism and race relations in the United States.	SLO 1
Students will, through written or oral exam questions, demonstrate proficiency in comparing and contrasting influential sociological theoretical approaches.	SLO 1

Students will be able to identify which methods are most useful in answering specific types of research questions.	SLO 1
Students will describe the social and political effects of globalization on different regions of the world.	SLO 1
SLO #1 The student can describe himself/herself in a 100-word paragraph. The student can answer the following four questions in the paragraph, using connecting words such as “and”, “with”, and “from”. The student can include prepositional phrases and/or complements to answer Questions 3-4. 1. name, origin, physical and mental characteristics, using the verbs “ser” and “tener”. 2. current feelings and mental and physical state, using the verbs “estar” and “tener”. 3. four likes, using the verb “gustar”. 4. everyday activities, using eight verbs in the present tense in first person singular.	SLO1
The student can describe his/her childhood in a 100-word composition consisting of three paragraphs. The student can answer the following three questions in three paragraphs, using the imperfect to answer Questions 1-2 and the preterite to answer Question 3. The student can use expressions of frequency such as “frequently”, “every day”, “always”, and “at times” to answer Question 1. The student can use connecting words (e.g., “and” and “with”) and prepositional phrases and/or complements to answer Questions 1-3. 1. First paragraph: What did you do all the time when you were a child? Use seven different verbs. 2. Second paragraph: Describe a favorite teacher or friend, including the person’s name and both physical and mental characteristics, using the verbs “ser” and “tener”. Use six different adjectives. 3. Third paragraph: Describe a memorable experience from your childhood. What happened? What did you do? Use seven different verbs.	Composition

Students write a 100-word paragraph to give advice and to express an opinion to a friend, who is traveling to a Spanish-speaking country. For Question 1, the student uses the present subjunctive, and for Question 2, the student uses the present indicative. The student includes connecting words, prepositional phrases and/or complements in the sentences to answer the following two questions: 1. Write seven sentences of advice, wish, and emotion with seven different verbs in the present subjunctive. 2. Express an opinion about the friend's chosen country using three different expressions of certainty with three different verbs in the present indicative.	Composition
Students can summarize the plot of a film and critique various aspects of the film using the imperfect subjunctive in a 100-word composition consisting of two paragraphs. A. In the first paragraph, students include: 1. the film title 2. a film summary in the present indicative. B. In the second paragraph, students include: 1. their opinion of the direction in two sentences using two different verbs in the imperfect subjunctive. 2. their opinion of the acting in two sentences using two different verbs in the imperfect subjunctive. 3. their opinion of at least one other element of the film in one sentence using a different verb in the imperfect subjunctive.	Measure 1

Ability to hold a conversation that requires conjugation of verbs, use culturally appropriate body language, idiomatic expressions, circumlocution, reactions, interruptions, and clarifications, the use of filler words in Spanish and no use of English.	Oral Final Exam
Student ability to express & react casually to opinions, beliefs, and feelings, utilize/recall appropriate class vocabulary, demonstrate the ability to start, continue and end a conversation and deal effectively with unanticipated complications through a variety of communicative and coping devices. Also, the ability to use appropriate communicative strategies in real life situations and to successfully manage time.	Oral Final Exam
	This course is not offered at this time.
Students understand and can critically analyze the history and development of sustainability concepts and theories.	Components of Sustainability
Students are able to identify and evaluate existing structures in society such as human activities, social institutions, design innovations, and economic systems in terms of sustainable development.	Evaluation of Models
Students understand theories and practices geared toward future sustainable development and are able to produce and articulate ideas about the need for sustainable societies.	Future Sustainable Development

The student will describe himself/herself in a 100-word paragraph in the Tagalog language.	Written essay
1. Student can desc ribe his/her childhood in a 100 word composition consisting of three paragraphs. ?The student can answer the three questions about their childhood in three paragraphs.	Written essay

Measure Type/Method	Details/Description
Direct - Exam	Comprehensive algorithmic problems from text covering accounting tasks starting at the journal entry transaction level to completion of financial statements.
Direct - Exam	Four exam questions taken from chapters 1,2,3,4
Direct - Exam	Create the four financial statements: Income Statement, Statement of Retained Earning, Balance Sheet, Cash Flow Statement
Direct - Exam	SLO Exam #1 is made up of important concepts from Chapters 1-6 in the textbook.
Direct - Exam	SLO Exam #2 is made up of the important concepts from Chapters 7-12 in the textbook
	Midterm exam requiring students to calculate the tax liabilities of the four classifications of taxpayers: Single, Married Filing Jointly, Married Filing Separate, Head of Household
Direct - Student Artifact	Students file a comprehensive tax return that includes important concepts learned during the semester
Direct - Student Artifact	Several exercises emphasizing the differences between California and Federal tax regulations.
Direct - Student Artifact	Students will prepare a California tax return from a Federal return AGI
Direct - Student Artifact	Students will complete a comprehensive accounting problem that requires extensive knowledge of entering transactions and completing the accounting cycle.

Direct - Student Artifact	Student will complete a comprehensive problem with extensive transactions and submit the corresponding financial statements. This financial statements will include an Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows
Direct - Exam	Midterm exam to access student understanding of the GAAP rules and principles at an intermediate financial accounting level.
Direct - Exam	Midterm exam with questions emphasizing intermediate financial accounting concepts and principles based on GAAP
Direct - Exam	Exam with questions directly related to the differences between GAAP reporting and the international IFRS reporting
Direct - Exam	Written tests in which students identify and analyze the major components of the U.S. criminal justice system.
Direct - Exam	Compare and contrast U.S. criminal court systems.
Direct - Exam	Written tests in which students express their knowledge of the progress of a criminal case.
Direct - Exam	Students articulate and discuss the structural framework of criminal law.
Direct - Exam	Students analyze the historical origins of U.S. criminal law.
Direct - Exam	Students identify and apply relevant constitutional legal principles to criminal law.
Direct - Exam	Written tests in which students analyze the development and current status of issues related to police and community relations
Direct - Exam	Written tests in which students identify and discuss programs and approaches used to develop and enhance relations between communities and the police.
Direct - Exam	Written tests in which students identify aspects of multi-culturalism as related to police-community relations.
Direct - Exam	Students describe and analyze violations of California criminal law
Direct - Exam	Students compare and contrast crimes, including their underlying elements.
Direct - Exam	Students explain levels of severity and defenses to crime.

Direct - Exam	Written tests in which students identify processes of juvenile detention, court procedure and case disposition.
Direct - Exam	Written tests in which students evaluate juvenile justice procedures and correctional policies.
Direct - Exam	Written test in which students articulate methods for juvenile delinquency prevention
Direct - Exam	Written tests in which students describe and explain the sequential stages in a criminal investigation.
Direct - Exam	Written tests in which students identify investigative techniques used during criminal investigations.
Direct - Exam	Written tests in which students distinguish ethical principles in an investigation and examine how they may play a role in the outcome of a case.
Direct - Student Artifact	Students draft incident reports.
Direct - Exam	Students identify potential uses of written communication in all facets of the criminal justice system
Direct - Exam	Students identify and apply constitutional and legal principles to written communications in the criminal justice system.
Direct - Exam	Written tests in which students classify laws specific to illegal drug possession, manufacture, and distribution
Direct - Exam	Written tests in which students evaluate the role that law enforcement plays in the enforcement of drug laws.
Direct - Exam	Written test in which students explain how drugs affect the human body and how this perpetuates drug abuse.
Direct - Exam	Written tests in which students demonstrate their knowledge of current gang-related laws and prosecution efforts, and judge how effective they are to address gang problems.
Direct - Exam	Written tests in which students demonstrate their knowledge of reasons that youth join gangs, gang subcultures and how gang member identify themselves.
Direct - Exam	Written tests in which students identify how law enforcement gathers street-level intelligence and classifies gang members.

Direct - Exam	Students identify functions of the U.S. criminal justice system from detention through release back into society.
Direct - Exam	Students apply constitutional principles to criminal procedure.
Direct - Exam	Students relate concepts of due process to criminal litigation.
Direct - Exam	Students demonstrate knowledge of the historical development of the rules of evidence that apply in contemporary state and federal courts.
Direct - Exam	Students describe the adversarial process in the presentation of evidence, and compare and contrast the roles of the prosecutor, defense counsel, judge and jury.
Direct - Exam	Students analyze different types of evidence and rules regarding the admissibility of testimony, documentary evidence, and real evidence.
Direct - Exam	Students identify proper evidence collection and packaging techniques.
Direct - Exam	Students prioritize the steps in processing a crime scene.
Direct - Exam	Students develop a hand drawn crime scene sketch and elaborate with a final report describing a scene.
Direct - Exam	Students analyze the separation of powers provided by the U.S. Constitution.
Direct - Exam	Students explain constitutional provisions as interpreted by U.S. courts.
Direct - Exam	Students discuss individual liberties protected by the U.S. Constitution.
Direct - Exam	POST-mandated Assessment
Direct - Exam	POST-mandated Assessment
Direct - Exam	POST-mandated Assessment
	POST-mandated Assessment

Direct - Exam	Written tests in which the student expressed in writing their knowledge of the key components of advanced traffic accident investigation.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the various techniques for preparing scale diagrams.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the legal and technical uses of moving and stationary radar.
Direct - Exam	Written tests in which the student defines state and federal laws and court decisions that relate to the use of radar and traffic enforcement.
Direct - Exam	Written tests in which the student expressed in writing their knowledge the steps to properly investigate and document traffic collisions.
Direct - Exam	Written tests in which the student expressed in writing their knowledge the primary cause and other associated factors in a collision.
Direct - Exam	Written tests in which the student expressed in writing their knowledge the technical and legal issues involved in detection, apprehension and prosecution of the "under the influence driver".
Direct - Exam	Written tests in which the student expressed in writing their knowledge the effects of alcohol as well as the varied results obtained from the three types of chemical tests.
Direct - Exam	POST-mandated Assessment
Direct - Exam	POST-mandated Assessment
Direct - Exam	POST-mandated Assessment

Direct - Exam	POST-mandated Assessment
Direct - Exam	Written tests in which the student expressed in writing the written plan to execute a search warrant.
Direct - Exam	Written tests in which the student expressed in writing proper managing principals and use of informants.
Direct - Exam	POST-mandated Assessment
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
Direct - Exam	POST-mandated Assessment
Direct - Exam	
Direct - Exam	
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
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Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
Direct - Exam	POST-mandated Assessment
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO

Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
Direct - Exam	POST-mandated Assessment
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
Direct - Exam	POST-mandated Assessment
Direct - Other	POST-mandated Assessment
Direct - Exam	Written tests in which the student expressed in writing their knowledge the current role of law enforcement in society.
Direct - Exam	Written tests in which the student expressed in writing their knowledge the elements of California criminal law general statutes.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the key components to civil crisis management, custody and information systems.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the handling of crimes against persons investigations.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the key components of the Welfare and Institutions classifications, Alcohol Beverage Control laws.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the principles of community oriented policing.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the key components of officer survival, crimes in progress and combat situations.

Direct - Exam	Written tests in which the student expressed in writing their knowledge of the steps of preliminary investigations for missing persons.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the principles and components that affect modern law enforcement.
Direct - Exam	Written tests in which the student expressed in writing their knowledge of the damage that drugs cause to society.
Direct - Exam	Students are able to communicate how the scientific method is used to examine evolution by natural selection and how heredity works to shape populations.
Direct - Exam	Students are able to communicate current scientific understandings of human evolution beginning with primates through modern human origins.
Direct - Exam	Students understand a range of modern human adaptations and are able to communicate critical thinking about issues such as race and nutrition.
Direct - Exam	Students are able to communicate the global perspective of cultural anthropology through issues of ethnocentrism and race, as well as the methods used to gain anthropological knowledge.
Direct - Exam	Students understand and think critically about human cultural adaptations such as social structure, economics, maintaining order, belief systems and family patterns.
Direct - Exam	Students understand the range of applications of cultural anthropology in a global context.
Direct - Exam	Students use physical anthropological knowledge and techniques to solve problems, demonstrating competency in basic genetics, osteology, and primate anatomy.
Direct - Exam	Students will analyze and communicate an understanding of non-human primate behavior.
Direct - Exam	Students will be able to communicate their knowledge of the study of archeology, including history and trends.

Direct - Exam	Students will select and evaluate the archaeological skills required to develop and conduct archaeological research related to artifact collection and the development of cultural models.
Direct - Exam	Students will understand the timeline and impact of ancient societies.
Direct - Exam	Students will demonstrate critical thinking by using evidence from archaeological case studies to describe and explain anthropological findings.
Direct - Exam	Exam questions involving: a.) Thoroughly analyzing a work of art based on the formal elements b.) Describing the subject matter c.) Discussing its form d.) Applying various modes of analysis when interpreting a work of art
Direct - Exam	Exam questions involving: a.) Being able to identify forms of art b.) Explaining the (dis)advantages to specific forms of art c.) Analyzing the effect of a work's form on its meaning
Direct - Exam	Exam questions based on the following: a.) Understanding the ways art has been created throughout history b.) Identifying a work of art's time period based on stylistic characteristics
Direct - Exam	Quizzes, essays, Discussions.
Direct - Exam	Exams, essays and research reports
Direct - Exam	Quizzes, essays, discussions
Direct - Exam	Quizzes, Essays, Discussions.

Direct - Exam	Students will demonstrate an understanding of the material through quizzes, in-class discussions, essays and exams.
Direct - Exam	Students will demonstrate an understanding of the material through quizzes, in-class discussions, essays and exams.
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
	Quizzes, essays, Discussions.
	Quizzes, essays, Discussions.
	Quizzes, essays, Discussions.
Direct - Exam	
Direct - Exam	
Direct - Exam	
Direct - Portfolio	Portfolio Review
Direct - Other	Research Project
Direct - Exam	Criteria allowed 10pts for compliance to design brief (completeness), 10pts for technique (best practices in file creation and print production) and 5pts for design and finish quality of product.

Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Exam.
Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Critiques, Exam.
Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Critiques, Exam.
Direct - Portfolio	Final Portfolio
Direct - Other	Research Project
Direct - Portfolio	Portfolio

Direct - Other	Research Project
Direct - Portfolio	Final Portfolio
Direct - Other	Research Project
Direct - Portfolio	Portfolio Review

Direct - Other	Research Project
Direct - Portfolio	Portfolio Review
Direct - Other	Research Project
Direct - Portfolio	Portfolio Review

Direct - Other	Research Project
Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Critiques, Exam.
Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Critiques, Exam.
Direct - Portfolio	Portfolio Review
Direct - Portfolio	Portfolio Review
Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Critiques, Exam.
Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Critiques, Exam.
Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Critiques, Exam.

Direct - Portfolio	Final Portfolio
Direct - Other	Research Project
Direct - Portfolio	Portfolio Review
Direct - Other	Research Project
	This course has not been offered and it's viability is being assessed by discipline faculty.

Direct - Other	This course has not been offered and it's viability is being assessed by discipline faculty.
Direct - Other	This course has not been offered and it's viability is being assessed by discipline faculty.
	Course SLO not assessed for this cycle.
Direct - Portfolio	Portfolio and Project Review
Direct - Portfolio	Portfolio and Project Review
Direct - Other	Projects, Discussions, Sketch Books, Portfolio, Critiques, Exam.

	Course SLO not assessed for this cycle.
Direct - Exam	Students are asked five to ten multiple choice questions that determine their understanding of seasons and apparent motion in the sky
Direct - Portfolio	A student who submits a lab report containing all of the elements of the scientific method (observation, theory, predict/check, and conclusion) will score 100%
Direct - Exam	SP2 Mechanical Safety and Mechanical Pollution Prevention Final Exams.
Direct - Other	Lab sheet related to service information.
Direct - Other	Fill out multi-point inspection sheet with 100% accuracy Create a repair order using Mitchell Manager Plus program with 100% accuracy

Direct - Other	Lab sheets related to cooling system.
Direct - Other	Precision Measuring Lab Sheet
Direct - Other	Lab sheets 623-01,623-02, 623-03 and ELS30, ELS31, ELS32
Direct - Other	Labsheet
Direct - Other	Labsheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Exam
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet

Direct - Exam	ASE Refrigerant, Recovery, & Recycling certification Exam
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet
Direct - Other	Lab sheet

	Course SLO not assessed for this cycle.
Direct - Exam	Completion of SP2 Safety Test
Direct - Other	Complete Task C454 Identify and use proper procedures for safe lift operation.
Direct - Other	Complete Task C466 Identify tools and their usage in automotive applications.
Direct - Other	Complete lab sheet C899
Direct - Other	Complete lab sheet C731
Direct - Other	Complete lab sheet C578
Direct - Other	Complete lab sheet C818
Direct - Other	Complete lab sheet C309.
Direct - Other	Complete lab sheet C315.
Direct - Other	Complete lab sheet C817.
Direct - Other	Complete lab sheet C327.
Direct - Other	Complete lab sheet C337.
Direct - Other	Complete lab sheet C709.
Direct - Other	Complete lab sheet C663.
Direct - Other	Complete lab sheet C842.

Direct - Other	Complete lab sheet C870.
Direct - Other	Complete task sheet C710.
Direct - Other	Complete lab sheet C660.
Direct - Other	Complete lab sheet C668.
Direct - Other	Complete lab sheet C824.
Direct - Other	Complete lab sheet C658.
Direct - Other	Complete lab sheet C656.
Direct - Other	Complete lab sheet C105.
Direct - Other	Complete lab sheet C111.
Direct - Other	Complete lab sheet C849.
Direct - Other	Complete lab sheet C155.
Direct - Other	Complete task sheet C902.
Direct - Other	Complete lab sheet C907.

Direct - Other	Complete lab sheet C689.
Direct - Other	Complete task sheet C705.
Direct - Other	Complete task sheet C248.
Direct - Other	Complete task sheet C628.
Direct - Other	Complete task sheet C275.
Direct - Other	Complete task sheet C185.
Direct - Other	Complete task sheet C618.
Direct - Other	Complete lab sheet C620.
Direct - Other	Complete lab sheet C937.
Direct - Other	
Direct - Exam	
Direct - Exam	
Direct - Exam	

Direct - Exam	General and specific topic questions on Stage and Final course examinations demonstrating student's cumulative knowledge of learning objectives.

Direct - Exam	General and specific topic questions on Stage and Final course examinations demonstrating student's cumulative knowledge of learning objectives.

Direct - Exam	In-class skills demonstration and performance on objective tests and quizzes.

Direct - Exam	The student will demonstrate acceptable skill levels via practical evaluation.

Direct - Other	In class team project investigating significant aviation/aerospace industry challenge

Direct - Exam	Performance on an objective written examination

Direct - Other	Performance on a class project
Direct - Exam	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.
Direct - Exam	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.
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Direct - Exam	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.

Direct - Exam	Performance on a class project
Direct - Exam	Performance on a class project

Direct - Exam	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.
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	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.
Direct - Exam	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.

Direct - Exam	Performance on a class project

Direct - Exam	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.

Direct - Exam	In-class skills demonstration and performance on objective tests and quizzes.

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Direct - Exam	In-class skills demonstration and performance on objective tests and quizzes.
Direct - Exam	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.

Direct - Exam	General and specific topic questions on Mid-term and Final course examinations demonstrating student's cumulative knowledge of learning objectives.
Direct - Exam	In-class skills demonstration and performance on objective tests and quizzes.

Direct - Exam	Answer multiple choice FAA test questions addressing the three skill areas.
Direct - Other	In class teaching demonstration by student taught at the private pilot audience level.
Direct - Other	In-class skills demonstration and performance on objective tests and quizzes

Direct - Other	Simulator evaluation
Direct - Other	Simulator Evaluation

Direct - Other	Simulator Evaluation
Direct - Other	Simulator Evaluation

Direct - Other	Simulator Evaluation
Direct - Other	Simulator Evaluation

Direct - Other	Simulator Evaluation
Direct - Exam	Complete a final reflection paper
	Course SLO not assessed for this cycle.

	Course SLO not assessed for this cycle.
Direct - Exam	Answer multiple choice FAA test questions addressing the three skill areas.
	Answer multiple choice FAA test questions addressing the above material.

Direct - Exam	Answer multiple choice FAA test questions addressing the above material.
	Answer multiple choice FAA test questions addressing the above material.

Direct - Student Artifact	Completion of Safety Wire Project
Direct - Exam	Answer questions by means of research of assigned material and calculate weight and balance information for an assigned aircraft

Direct - Exam	Answer multiple choice FAA test questions addressing the above material.
Direct - Student Artifact	Complete the tubing fabrication project. Grading is determined by the quality of workmanship and the accuracy of the fit of the tube assembly to the established fittings.

Direct - Exam	Complete the Aircraft Hardware Identification Project
Direct - Exam	Answer multiple choice FAA test questions addressing the above material.

Direct - Exam	Assessment will include quizzes and examinations.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Exam	Assessment will include quizzes and examinations.

Direct - Exam	Assessment will include class discussion, quizzes and examinations.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Exam	Assessment will include quizzes and examinations.

Direct - Student Artifact	Assessment will include written assignments.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Student Artifact	Assessment will include in-class activities and written assignments.
Direct - Student Artifact	Assessment will include in-class activities and written assignments.

Direct - Student Artifact	Assessment will include in-class activities, quizzes and examinations.
Direct - Student Artifact	Assessment will include in-class activities.
Direct - Student Artifact	Assessment will include in-class activities and discussions.

Direct - Student Artifact	Assessment will include in-class activities and discussions.
Direct - Student Artifact	Assessment will include in-class activities and written assignments.
Direct - Student Artifact	Assessment will include in-class activities and written assignments.
Direct - Exam	Assessment will include in-class discussions.

Direct - Exam	Assessment will include quizzes and examinations.
Direct - Exam	Assessment will include written assignments and in-class discussions.

Direct - Exam	Assessment will include written assignments and in-class discussions.
Direct - Exam	Assessment will include in-class activities and discussion.
Direct - Exam	Assessment will include in-class activities, discussions and written assignments.

Direct - Exam	Assessment will include in-class activities and discussions.
Direct - Exam	Assessment will include in-class activities and discussions.

Direct - Exam	Assessment will include quizzes and examinations.

Direct - Exam	Assessment will include written assignments.

Direct - Exam	Assessment includes written projects and in-class discussions.

Direct - Exam	Assessment includes written projects and in-class discussions.

Direct - Exam	Assessment will include quizzes and examinations.

Direct - Exam	Assessment will include written assignments and in-class discussions.

Direct - Exam	Assessment will include in-class discussions, quizzes and examinations.
Direct - Exam	Assessment will include quizzes and examinations.

Direct - Exam	Assessment will include written assignments and in-class discussions.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Student Artifact	Assessment will include written assignments and in-class discussions.

Direct - Exam	Assessment will include in-class activities and discussions.

Direct - Exam	Assessment will include in-class activities and discussions.

Direct - Exam	Assessment will include in-class activities and discussions.
Direct - Exam	Assessment will include written assignments and in-class discussions.

Direct - Exam	Assessment will include in-class activities and discussions.
Direct - Exam	Assessment by written assignments.

Direct - Exam	Assessment by test and quizzes.
Direct - Exam	Assessment by tests and quizzes.

Direct - Exam	Assessment by written assignment.
Direct - Exam	Assessment will include in-class activities, quizzes and examinations.

Direct - Exam	Assessment will include in-class activities.
Direct - Exam	Assessment by in-class discussions.

Direct - Exam	Assessment by in-class activity.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Exam	Assessment will include in-class activities and discussions.
Direct - Student Artifact	Assessment will include written assignments.

Direct - Student Artifact	Assessment will include in-class activities and discussions.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Student Artifact	Assessment will include in-class activities and written assignments.
Direct - Exam	Assessment will include quizzes and examinations.
Direct - Student Artifact	Assessment will include in-class activities.

Direct - Exam	Assessment by tests and quizzes.

Direct - Exam	Assessment by tests and quizzes.

Direct - Exam	Assessment by in-class activity.

Direct - Exam	Assessment by in-class activity.
Direct - Exam	Assessment will include written assignments.

Direct - Exam	Assessment will include in-class activities and discussions.
Direct - Exam	Assessment will include in-class discussions and written assignment.
Direct - Exam	Assessment will include in-class discussions.
Direct - Exam	Assessment will include in-class activities and discussions.
Direct - Exam	Assessment will include in-class activities and discussions.

	Course SLO not assessed for this cycle.
Direct - Exam	Students must successfully complete two vocabulary quizzes.
Direct - Student Artifact	Students must successfully calculate front-end ratios, back-end ratios and pro-rata calculations.
Direct - Exam	Students must successfully complete four exams and homework assignments.
Direct - Student Artifact	Students must successfully complete computer lab assignments.
Direct - Exam	Students must successfully complete four exams and homework assignments.
Direct - Exam	Students must successfully complete four exams and homework assignments.
Direct - Exam	Students must successfully complete all exams and class assignments.
Direct - Exam	Students must successfully complete all exams and class assignments.

Direct - Exam	Students must successfully complete all exams and class assignments.
Direct - Exam	Students must successfully complete all exams.
Direct - Exam	Students must successfully complete all four exams and homework assignments.
Direct - Exam	Students must successfully complete all four exams and homework assignments.
Direct - Other	Students must successfully complete all computer lab assignments.
Direct - Exam	Students must successfully complete all four exams and homework assignments.
Direct - Exam	Students must successfully complete all four exams and homework assignments.
Direct - Exam	Exam questions and identification from slides and figures.
Direct - Exam	Exam questions.
Direct - Exam	Exam questions involving a) placing steps of the scientific method in their right order, and b) correctly identifying individual statements representing the following: observation/problem, question, hypothesis, prediction, description of result, and conclusion.
Direct - Exam	Exam questions in which students are comparing and contrasting viruses, bacteria, plant and human cells in terms of: relative size, nature of genetic material, sub-cellular structures, order of appearance on earth, independent reproduction, energy conversion, and response and adaptation to environmental changes.

Direct - Exam	Exam questions where the student will answer questions relating to a) Genes as the units of heredity, the concepts of genotype and phenotype, the pattern of inheritance of autosomal and X-linked traits b) Calculations of the probability of anticipated genotypes and phenotypes of offspring, using appropriate information provided about the character and the parents.
Direct - Other	Individual poster presentations based on student-prepared short written report following specific guidelines.
Direct - Exam	A combination of multiple choice and short answer questions
Direct - Exam	Combination of multiple choice and short answer questions
Direct - Exam	Assessment by test questions that apply knowledge of the SLO.

Direct - Other	Assessment by grading of laboratory notebooks according to the attached rubric that apply knowledge of the SLO.
Direct - Other	Assessment by grading of laboratory notebooks according to the attached rubric that apply knowledge of the SLO.
Direct - Exam	Assessment by test questions that apply knowledge of the SLO.
Direct - Exam	Student were assigned two contrasting food items and required to perform nutritional analysis at multiple levels.
Direct - Exam	A series of questions targeting key concepts in each of the 11 human systems will be administered throughout the semester.
Direct - Exam	Specific exam questions will be administered throughout the semester that focus on homeostasis of human systems.
Direct - Other	Students must separate and correctly identify two unknown bacterial species, presenting their work in scientific laboratory report format.
Direct - Other	Serial dilution problem in lab or lecture.

Direct - Exam	Short-answer questions about graphically depicted results of a scientific experiment. The questions will include stating appropriate experimental titles and questions, proposing appropriate hypotheses and predictions, presenting data in tables, figures, and in writing, and stating logical conclusions based on analysis of the presented results
Direct - Exam	Lecture Exam: Fill-in the blanks question about a diagram describing the flow of genetic information within the cell: its steps, components, and order of its processes.
Direct - Exam	Concept map of structural and functional properties of types of living cells and other biological entities.

Direct - Exam	Matching different molecular reagents with the correct molecular biology technique, and short answer question involving: a. Identifying the specific purpose and/or technology for which common molecular biology reagents are used. b. Anticipating DNA profile of fragments generated using a hypothetical digestion of plasmid DNA using restriction enzymes followed by DNA gel electrophoresis.
Direct - Other	Short oral student presentation using a format determined by instructors that includes PowerPoint or poster presentations. It will involve: a. Selecting topic and collaborating with instructor about appropriateness of topic and scope b. Using multiple source to research topic c. Preparing presentation d. Presenting independently acquired knowledge to fellow classmates
Direct - Exam	Final Exam question involving a matrix depicting major evolutionary groups and their characteristics.
Direct - Other	Assessment of specific entries in lab notebook/manual following specific guidelines.
Direct - Exam	Multiple choice and fill-in questions.

Direct - Other	Meeting the minimum hours required for open lab. It would also be useful to do a survey in each section of Anatomy to see if students enrolled concurrently in Biol 231 do in fact perform better in the assessments given in Biol 230.
Direct - Other	Students will read the Miramar College Policy for the handling, storage, and disposal of human remains, and then complete an in-class exercise demonstrating the application of this Policy.
Direct - Other	Students will participate in regular dissections that reinforce this learning outcome, and engage with their professor in a manner that demonstrates a grasp of this concept.
Direct - Other	Students will conduct dissections with a textbooks open to pages that illustrate the anatomy being studied. They will be asked to make comparisons that demonstrate their command of this course outcome.
Direct - Other	Students will compare the various cadavers in the lab and identify the anatomical variations between specimens.
Direct - Exam	Multiple choice and fill-in questions.
Direct - Other	
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,

Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Multiple-choice test questions to evaluate student implementation, examination, and analysis of their understanding.
Direct - Exam	Student will implement, examine, and analyze their understanding in a test.
Direct - Exam	Students will implement, examine, and analyze, their understanding in a test.
Direct - Exam	Objective examinations, written assignments, research papers, and class participation.
Direct - Exam	Objective examinations, written assignments, research papers, and class participation.

Direct - Exam	Objective examinations, written assignments, research papers, and class participation.
Direct - Exam	Objective examination(s) or written assignment such as a report.
Direct - Exam	Objective examination(s)
Direct - Exam	Objective examination(s)
Direct - Exam	Objective examination
Direct - Student Artifact	A business letter demonstrating the requirements of the SLO and graded using an instructor-determined rubric.
Direct - Student Artifact	An analytical business report demonstrating the requirements of the SLO and graded using an instructor-determined rubric.

Direct - Student Artifact	A student résumé demonstrating the requirements of the SLO and graded using an instructor-determined rubric.
Direct - Other	A business presentation delivered by the student meeting the requirements of the SLO and graded using an instructor-determined rubric.
Direct - Student Artifact	Students will create a personal budget demonstrating specific strategies to achieve financial goals.
Direct - Student Artifact	Students will create a personal budget demonstrating specific strategies to achieve financial goals.
Direct - Exam	Students will demonstrate understanding of consumer economic issues via objective quiz questions and related learning activities.
Direct - Student Artifact	Students will create a personal budget demonstrating specific strategies to achieve financial goals.

Direct - Exam	Objective examinations, written assignments, research papers, and class participation.
Direct - Exam	Objective examinations, written assignments, research papers, and class participation.
Direct - Exam	Objective examinations, written assignments, research papers, and class participation.
Direct - Other	Complete one online writing exercise demonstrating the skill area.
Direct - Other	Complete one online writing exercise demonstrating the skill area.
Direct - Other	Written project graded using an instructor-determined rubric.
Direct - Exam	Objective examination(s) or written project.
Direct - Exam	Objective examination(s) or written project.

Direct - Exam	Objective examination(s) or written project.
Direct - Exam	Objective examination(s) or written project.
Direct - Student Artifact	A business report demonstrating the requirements of the SLO and graded using an instructor-determined rubric.
Direct - Student Artifact	Student created financial projections demonstrating the requirements of the SLO and graded using an instructor-determined rubric.
Direct - Student Artifact	A student-created comprehensive business plan graded using an instructor-determined rubric.
Direct - Student Artifact	Complete one case study essay writing exercise demonstrating the understanding of ethics and social responsibility.
Direct - Student Artifact	Complete a case study writing assignment relating the leadership traits, behavior, and style of an actual leader in an organization to that person's managerial effectiveness.
	Course SLO not assessed for this cycle.
Direct - Other	In the last project students will be able to demonstrate their understanding of Microsoft Windows environment by using the most appropriate skills, tools, and features of Microsoft Windows.
Direct - Other	In the 5th project students will choose and apply the most appropriate skills, tools, and features of Microsoft Word.

Direct - Student Artifact	In the 3rd project students will be able to demonstrate the skills needed to create new business letters using various styles, formats and template.
Direct - Student Artifact	In the 6th project students will demonstrate various skills in Microsoft PowerPoint to include the 5 skill areas.
Direct - Student Artifact	In a series of projects, students will choose and apply the most appropriate skills, tools, and features to plan, design, and produce effective presentations.
Direct - Student Artifact	In a series of projects, students will choose and apply the most appropriate skills, tools, and features to plan, design, and produce effective presentations.
Direct - Student Artifact	In a series of projects, students will choose and apply the most appropriate skills, tools, and features to plan, design, and produce effective presentations.
Direct - Other	Students should be able to follow specification to create a formula that will produce a specified result.
Direct - Student Artifact	In the 5th project students will choose and apply the most appropriate skills, tools, and features of Excel identify efficient methods to solve a problem, and analyze a problem and create a solution using various formulas and functions.
Direct - Student Artifact	In the 3rd project students will choose and apply the most appropriate skills, tools, and features of Microsoft Access.
Direct - Student Artifact	In the 7th project students will construct various Microsoft Access databases using effective design principles. Students will be able to analyze data for effective decision management.
Direct - Student Artifact	In the 5th project students will apply basic concepts of HTML to develop, publish, and maintain professional looking websites.

Direct - Student Artifact	In the 5th project students will choose and apply the most appropriate skills, tools, and features of Dreamweaver to design and produce a working website, with text, images, links, tables, templates and style sheets.
Direct - Student Artifact	In the 3rd project students will demonstrate various skills in Microsoft Publisher.
Direct - Student Artifact	In a series of 4 projects (1 per each application), students will be able to perform beginning level skills using the Microsoft Office features of Word, Excel, Access, and PowerPoint to design, produce and integrate: documents, worksheets, databases and professional presentations.
Direct - Student Artifact	In a series of 4 projects (1 per each application), students will be able to perform beginning level skills using the Microsoft Office features of Word, Excel, Access, and PowerPoint to design, produce and integrate: documents, worksheets, databases and professional presentations.
Direct - Student Artifact	In a series of 4 projects (1 per each application), students will be able to perform beginning level skills using the Microsoft Office features of Word, Excel, Access, and PowerPoint to design, produce and integrate: documents, worksheets, databases and professional presentations.
Direct - Student Artifact	In a series of 4 projects (1 per each application), students will be able to perform beginning level skills using the Microsoft Office features of Word, Excel, Access, and PowerPoint to design, produce and integrate: documents, worksheets, databases and professional presentations.
Direct - Student Artifact	In a writing exercise project students will be able to demonstrate the three skill areas.

Direct - Student Artifact	In a writing exercise project students will be able to demonstrate the skill areas of computers in business.
	Course SLO not assessed for this cycle.
Direct - Exam	• Understanding the meaning of a chemical formula. • Determine the number of valence electrons for each element in a chemical. • Come up with the Lewis structure of a chemical given its chemical atomic arrangement. • Determine the geometry of a chemical from the Lewis Structure. • From the geometry of a chemical, determine the polarity and the type of intermolecular force the chemical possesses.
Direct - Exam	Students will demonstrate the 3 skill areas during a lab practical.
Direct - Exam	Students will answer multiple choice questions on their final exam that cover the following concepts: dimensional analysis, stoichiometry, nomenclature, classification, molecular structure and properties, solutions, acid-base chemistry, reactivity, biochemistry, and metabolism.

	To be developed we have just started offering this class.
	Work on Plan to offer course
Direct - Exam	Overall final exam score
Direct - Exam	Answer short answer test questions on the final examination
Direct - Exam	Details/Description: Answer short answer test questions on the final examination

	Demonstrate the three skill areas during an in lab practical in the vitamins lab
Direct - Exam	Answer a test question on the final examination addressing the skill areas.

Direct - Exam	Answer test questions on the final examination addressing the skill areas.

Direct - Exam	Answer test questions on the final examination addressing the skill areas.
Direct - Exam	Demonstrate the three skill areas during a lab practical.

Direct - Exam	Students will take the ACS First-Semester Exam for General Chemistry.
Direct - Portfolio	Prepare one evaluative lab report for evaluation.
Direct - Exam	After completing Chem 201, students will be competent in all topics of the General Chemistry sequence: Students will take the ACS Full-year Exam for General Chemistry as part of their final exam.
Direct - Other	Grade on evaluative report will be assessed.

Direct - Exam	Students will take the ACS First-Semester Exam for Organic Chemistry
Direct - Exam	A Midterm Exam will be given.
Direct - Exam	Exam questions including material that relates to the laboratory activities and experiments.
Direct - Exam	Students will take the ACS Standardized Organic Chemistry Full Year Exam
Direct - Exam	Students will demonstrate proficiency in the concepts related to the course by taking a final examination which will cover topics related to the experiments performed and activities completed.

Direct - Other	Complete laboratory experiment
Direct - Other	Count number of students enrolled that complete 48 hours of service learning per unit.
Direct - Exam	Answer multiple choice and true false questions addressing the main theories, theorists and focus.
Direct - Student Artifact	Complete an observation and analysis of an infant or child.

	Answer multiple choice and true false questions addressing the main theories, theorists and focus.
	Complete an observation and comparative analysis of two different stages of development.
Direct - Other	Write and implement behavioral lesson plan.
Direct - Other	Develop behavioral lesson plans (color, collage, manipulative and sculpture) and implement with preschool age children in a licensed early childhood education program. .
Direct - Portfolio	Compile an Art Activity Notebook with 15 color samples, 10 collage samples, 5 manipulative samples, and 5 samples of sculptures over 6 " tall designed for preschool age children.

Direct - Student Artifact	Complete Behavioral Lesson Plan
Direct - Other	Lesson Plan Completion
Direct - Other	Lesson Plan Completion
Direct - Other	Resource List Assignment
Direct - Other	Plan and implement lesson plan.
Direct - Other	Plan and implemement lesson plan.
Indirect - Interview	Write a two page paper on the interview of a Family services Agency and present orally.
Direct - Other	Write a two page paper including Content Summary and Evaluation of a Journal Article on a Marriage and Family subject.
Direct - Other	Complete Assignment

Direct - Other	Complete Assignment
Direct - Other	33 out of 35 students completed the outcome
	90% of students reached the goal this semester.
Direct - Student Artifact	Write a Behavior Management Plan including Observation, Implement and Evaluate and present orally.
Direct - Exam	A. Be able to give examples of each in motor, social, cognitive, and language development B. Distinguish between developmental sequences and developmental milestones C. Describe biological and environmental factors that can put young children at developmental risk
Direct - Portfolio	Complete a lesson plan for children with special needs.
Indirect - Other	Implement a lesson plan for children with special needs in an early childhood program.
Direct - Exam	Be able to identify five out of nine caregiving principles.

Direct - Other	Present an oral presentation on a subject area related to infants and toddlers.
Direct - Other	Plan and implement two lesson plans.
Direct - Exam	Written and/or oral report identifying and analyzing the causes and environments leading to child abuse.
Direct - Student Artifact	Complete a child abuse report and list agencies to which abuse and neglect are reported.
Direct - Other	Complete Assignment
Direct - Other	Complete Assignment
Direct - Other	Complete Assignment
Direct - Other	Complete Assignment
	Course SLO not assessed for this cycle.
Direct - Other	Complete Lead Teaching Days, Additional Lesson Plans and required hours.

Direct - Other	Complete Assignments and Supervised Field Experience Hours.
Direct - Other	Complete an evaluation of a preschool classroom using the environmental rating scale (ECERS) standards.
Direct - Other	Completion of the assigned goal by the due date.
Direct - Other	90% of students reached the goal for this course
Direct - Other	Be able to complete one assigned goal in the campus lab
Direct - Other	90% of students reached the goal for this class this semester
	Complete one goal in the campus lab
Direct - Other	90% of students reached the goal for this class
Direct - Other	student complete one assigned goal in the lab
Direct - Other	Completion of the assigned goal by the due date.
Direct - Other	Development of classroom projects
Direct - Other	Performance on homework assignments
Direct - Other	Development of classroom projects
Direct - Other	Performance on homework assignments
Direct - Other	Development of classroom projects
Direct - Other	Performance on homework assignments
Direct - Other	Development of classroom projects
Direct - Other	Performance on homework assignments

Direct - Student Artifact	Students will be able to locate, analyze, and select information to tailor a presentation to a specific audience: assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments.
Direct - Student Artifact	Construct a clear general purpose, specific purpose, and thesis statement with the intent of focusing the speech to one topic; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments
Direct - Student Artifact	Construct a well structured speech by properly identifying an introduction, body and conclusion; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments
Direct - Student Artifact	Demonstrate improvement in verbal and nonverbal delivery in a prepared presentation; assessment will include evaluation of impromptu and formal speeches.
Direct - Other	Speech or journal
Direct - Other	Speech, activity or journal
Direct - Other	Speech, assignment, activity or journal
Direct - Other	Speech, assignment, activity or journal
	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.
	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.

	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.
	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.
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	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.
	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.
	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.
Indirect - Other	Because COMS 99 has not been offered in several years, we do not have any data to measure. We will be offering the course in either Fall 2018 or Spring 2019. SLOs will be determined at that time.
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Answer multiple a choice, Diesel Department Safety Test. 90%; or better, Exceeds Standards 80 – 89%; Above Standards 73 – 79%; Meets Standards < 73%; Below Standards

Direct - Other	Pass a “hands on” fittings identification test. 90%; or better, Exceeds Standards 80 – 89%; Above Standards 73 – 79%; Meets Standards < 73%; Below Standards
Direct - Other	Pass a “hands on” fastener identification test. 90%; or better, Exceeds Standards 80 – 89%; Above Standards 73 – 79%; Meets Standards < 73%; Below Standards
	Answer multiple choice Automotive Service Excellence (ASE) style test questions addressing the skill areas.
Direct - Other	Student will demonstrate the ability to use shop equipment to: a. Change oil in a diesel engine b. Change oil in a manual transmission c. Change oil in a differential
Direct - Other	Student will demonstrate the ability to perform the following inspections a. California Bit inspection b. Driver daily inspection c. A, B, C type inspection
Direct - Exam	Student will take an ASE type exam demonstrating knowledge of the AC system.

Direct - Other	Student will demonstrate knowledge and ability to perform skills required to perform tasks.
Direct - Exam	Rubric: 90%: or better, Exceeds Standards. 80 - 89%: Above Standards. 73 - 79%: Meets Standards. <73%: Below Standards.
Direct - Exam	Rubric: 90%: or better, Exceeds Standards. 80 - 89%: Above Standards. 73 - 79%: Meets Standards. <73%: Below Standards.
Direct - Exam	Rubric: 90%: or better, Exceeds Standards. 80 - 89%: Above Standards. 73 - 79%: Meets Standards. <73%: Below Standards.
Direct - Exam	Rubric: 90%: or better, Exceeds Standards. 80 - 89%: Above Standards. 73 - 79%: Meets Standards. <73%: Below Standards.

Indirect - Other	Rubric A: Exceeds Standards. B: Above Standards. C: Meets Standards. D or F: Below Standards. Shop Task Performance Levels. A (92 - 100) -- Can perform this skill without supervision and with initiative and adaptability to problem situations (A+ = 98, A = 95, A- = 92 points). B (83 - 91) -- Can perform this skill satisfactorily without assistance or supervision (B+ = 91, B = 87, B- = 83 points). C (74 – 82) -- Can perform this skill satisfactorily, but requires some assistance and/or supervision (C+ = 82, C = 78, C- = 74 points). D (65 – 73) -- Can perform parts of this skill satisfactorily, but requires considerable assistance and/or supervision (D+ = 73, D = 69, D- = 65 points). F (0 – 64) -- Cannot perform this skill (F = 64 points).

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Direct - Exam	Answer multiple choice type questions addressing the skill areas.
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Direct - Exam	Answer multiple choice Automotive Service Excellence (ASE) style test questions addressing the skill areas.
Indirect - Other	Student can perform the lab task satisfactorily without little to no assistance

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Direct - Exam	Answer multiple choice Automotive Service Excellence (ASE) style test questions addressing the skill areas.
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Direct - Exam	Answer multiple choice Automotive Service Excellence (ASE) style test questions addressing the skill areas.
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Direct - Exam	Answer multiple choice Automotive Service Excellence (ASE) style test questions addressing the skill areas.
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Direct - Exam	Answer multiple choice Automotive Service Excellence (ASE) style test questions addressing the skill areas.
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Direct - Exam	Answer multiple choice Automotive Service Excellence (ASE) style test questions addressing the skill areas.
Indirect - Other	Student can perform the lab task satisfactorily without little to no assistance

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Direct - Exam	An industry related safety test demonstrating an understanding of basic forklift safety.
Direct - Exam	Student will demonstrate the ability to perform a pre-operational check prior to operating a fork lift.
Direct - Other	Student will demonstrate the ability to safely operate a forklift within OSHA guidelines.
Direct - Other	Use of personal and professional skills to understand the information, resources, and options necessary to achieve academic, personal, and professional goals

Indirect - Other	Use critical thinking and problem solving skills to utilize personalized procedures for access to internet, email, tutorial programs, and Microsoft applications software
Direct - Other	Use information management skills to utilize appropriate technology to manage information, solve problems, and communicate effectively
Indirect - Interview	Use of personal and professional skills to understand the information, resources, and options necessary to achieve academic, personal, and professional goals
Direct - Exam	Combination of various questions (to accommodate different learning styles). Such as multiple choice, true-false, short questions, graphical analysis and quantitative analysis.
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Direct - Other	Students will demonstrate the ability to foster independent learning during a live tutoring session observed by a subject matter expert.
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Direct - Exam	Exam questions will be expressed in the form of scenarios that requires the student to employ course knowledge and critical thinking skills to answer correctly.
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Direct - Exam	Written test
Direct - Exam	Written Exam
Direct - Exam	Written Exam
Direct - Exam	Scenario-based questions will require the student to use their core knowledge and critical thinking skills to correctly pick the right course of action to ensure scene safety.
Direct - Exam	Scenario-based questions will require the student to use their core knowledge and critical thinking skills to correctly pick the right course of action to ensure an effective, timely patient assessment
Direct - Exam	Scenario-based questions will require the student to use their core knowledge and critical thinking skills to correctly pick the right course of action to ensure an effective primary assessment

Direct - Exam	Scenario-based questions will require the student to use their core knowledge and critical thinking skills to evaluate the mechanism of injury, and apply the information to correctly determine the extent of a patient's injuries.
Direct - Exam	Scenario-based questions will require the student to use their core knowledge and critical thinking skills, evaluating the ability apply and use various types of patient care equipment.
Direct - Exam	Scenario-based questions will require the student to use their core knowledge and critical thinking skills, demonstrating their ability to perform an on-going patient assessment.
Direct - Exam	Exam questions will test the student's knowledge of American Heart Association BLS Life Support standards and procedures, along with using scenario-based questions to test the student's ability to apply the standards in critical thinking situations.
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Direct - Student Artifact	The focus of the paper will be offered at the professor's discretion. The paper should be well organized and clearly written utilizing the grammatical conventions of the English language. 1. The paper will have an arguable thesis/or plan of development and persuasive support. 2. The paper will be organized correctly with an introduction, supporting body paragraphs and conclusion. 3. The paper will analyze, interpret, and evaluate outside sources, including on-line information. Subsequently, the students will demonstrate proficiency in formatting paper to compliance with MLA (Modern Language Association) guidelines.
Direct - Student Artifact	Measurement Method: This is an independent, out-of-class assignment. Professors will score essays on a standard A-F scale, paying particular attention to thesis, organization, and MLA format. A "C" paper must show competency in each area. This can be a part of the course requirements.

Direct - Student Artifact	The focus of the paper will be offered at the professor's discretion but should take a position/stand on a controversial issue. The paper should be well organized and clearly written utilizing the grammatical conventions of the English language. 1. The paper will have an arguable, original claim/thesis and persuasive support. 2. The paper will be organized correctly with an introduction, supporting body paragraphs and conclusion. 3. The paper will analyze, interpret, and evaluate outside sources, (and synthesize ideas from variety of sources) including on-line information. Subsequently, the paper will be formatted in compliance with MLA (Modern Language Association) guidelines.
Direct - Other	Students will be given a short text that contains images, figures of speech, and/or symbols that they have not analyzed in the class. They will be asked to interpret the figures of speech and/or symbols, devise and defend a theme, and present their answers as an in-class essay.
Direct - Exam	Research based analytical/argumentative essay on the literary aspects of a feature film, written independently out of class, consisting of at least 1500 words.
Direct - Student Artifact	Research-based analytical/argumentative essay on an author or work of American literature from its beginning to the late 19th Century, written independently out of class, consisting of at least 750 words.

Direct - Student Artifact	. The paper should be well organized and clearly written utilizing the grammatical conventions of the English language. 1. The paper will have an arguable thesis/or plan of development and persuasive support. 2. The paper will be organized correctly with an introduction, supporting body paragraphs and conclusion. 3. The paper will analyze, interpret, and evaluate outside sources, including on-line information. Subsequently, the students will demonstrate proficiency in formatting paper to compliance with MLA (Modern Language Association) guidelines.
Direct - Student Artifact	Research-based analytical/argumentative essay on British literature I (from the Anglo-Saxon period to the pre-Romantic period) written independently out of class, consisting of at least 1500 words.
Direct - Student Artifact	Research-based analytical/argumentative essay on British literature II (from the Romantic period to the 21st century) written independently out of class, consisting of at least 1500 words.
Direct - Exam	Research-based analytical/argumentative essay on world literature (sequence 1), written independently out of class, consisting of at least 1500 words.
Direct - Exam	Research-based analytical/argumentative essay on world literature (sequence 2), written independently out of class, consisting of at least 1500 words.
Direct - Exam	Research-based analytical/argumentative essay on Asian-American literature, written independently out of class, consisting of at least 1500 words.

Direct - Student Artifact	Research-based analytical/argumentative essay, written independently out of class, consisting of at least 1500 words.
Direct - Student Artifact	The themes and forms that these poems/narratives address will be offered at the professor's discretion. The poems should be clearly produced and printed so that they may be submitted to the college publication, Community Voices. 1.The creative work should demonstrate the development of the author's voice. 2.The creative work should be presented with earlier versions so as to assure that the she or he has edited their work.
Direct - Portfolio	Portfolio will reflect critical reading skills.
Direct - Portfolio	Portfolio will reflect sound essay structure, organization, grammar and mechanics.
Direct - Portfolio	One poem and one short story
Direct - Exam	Measurement Method At the end of the semester, students will be given an assessment consisting of an academic text at the 10th reading grade level, along with 10 multiple-choice questions that test the SLO skills.
Direct - Exam	Demonstrate ability to formulate an on-topic topic sentence that establishes a clear direction for the paragraph.

Direct - Exam	Demonstrate ability to write a paragraph with logical organization.
Direct - Exam	Demonstrate ability to write a paragraph with sufficient and clear support, including major and minor details that are directly related to the topic sentence.
Direct - Exam	Demonstrate proficiency with sentence structure, with no more than a minimal number of distracting errors.
Direct - Exam	Students read a five-paragraph textbook excerpt and answer 10 multiple-choice questions about the excerpt.
Direct - Exam	The body paragraphs have topic sentences that support the thesis
	In most of the essay, body paragraph support and detail is sufficient, logical, on topic, and taken from the reading(s), and/or personal experience.
Direct - Exam	The thesis addresses the question posed in the prompt and provides the framework for the essay.
Direct - Exam	The essay exhibits satisfactory clarity and fluency of grammar.
Direct - Student Artifact	Topic sentence directly relates to the prompt
Direct - Student Artifact	At least 9 supporting sentences

Direct - Student Artifact	Directly related to the TS and supporting sentences are organized logically
Direct - Student Artifact	Control over subjects and verbs and simple sentences (attempts compound sentences)
Direct - Exam	
Direct - Exam	
Direct - Exam	
Direct - Exam	
Direct - Exam	Given an academic text of 300-500 words, the student will correctly identify the main idea of the text.
Direct - Exam	Given an academic text of 300-500 words, students will show sufficient comprehension of supporting details in the text.
Direct - Exam	Given a text (i.e. an article, story, or novel) at the appropriate level, students will be able to draw basic inferences about the main idea or supporting ideas that are not directly stated in the text.
Direct - Exam	Given a sentence with unfamiliar vocabulary followed by context clues, the student will correctly guess the meaning of designated vocabulary word(s).
Direct - Exam	Given a vocabulary word in a sentence, the student will identify its part of speech by using the affix and grammatical position of the word in the sentence.

Direct - Exam	Student correctly identifies the main idea of a audio or video recording and distinguishes it from the supporting details.
Direct - Student Artifact	A thesis statement that contains a topic and a controlling idea related to the writing prompt.
Direct - Student Artifact	At least one paragraph contains at least two supporting points developed with specific details and/or examples that are directly related to the topic sentence.
Direct - Student Artifact	Organizes the composition effectively with unity and coherence.
Direct - Student Artifact	Attempts a variety of sentence structures and correct grammatical forms with minimal distracting errors.
Direct - Exam	Student identifies the main idea of a selected reading, either through multiple choice exam or short answer.
Direct - Exam	The student creates original sentences using the correct form of the word (e.g., noun, verb, adjective, adverb) and demonstrating a clear understanding of the word's correct contextual definition.
Direct - Exam	Student correctly identifies the contextual meaning of at least 80% of all selected words.
Direct - Exam	Student fills missing information in an organizational structure, such as an outline or a graphic organizer.

Direct - Exam	Student shows ability to make inferences about main idea of text (based on information provided and questions asked).
Direct - Student Artifact	In a timed presentation of 3-5 minutes, to be delivered prior to the end of the semester, the student will deliver a clear opinion about a selected topic and provide support that demonstrates comprehension of the topic.
Direct - Student Artifact	The thesis statement is present and clear, direct, and answers the prompt.
Direct - Student Artifact	In the essay, there are 2-3 points of support related to the thesis statement.
Direct - Student Artifact	In a timed in-class essay, general organization is followed including an introduction with thesis, body paragraphs around a main idea, and a conclusion.
Direct - Student Artifact	In a timed essay, minimal to no grammar errors are present with complex grammatical and sentence structures.
Direct - Other	Demonstrate basic swim propulsion principles through in-water performance.
Direct - Other	Demonstrate basic swim stroke skills through in-water performance.
Direct - Other	
Direct - Other	
Direct - Exam	
	Identify proper amount of body lean, posture and swinging of the arms. Test will be an oral and while performing exercise.
	Identify proper technique when jogging across the pool. Posture, amount of lean, safety and intensity needs to be identified. Test will be an oral while performing exercise.

Direct - Other	Treadmill test
	Ability to measure muscular fitness. Specifically, completion of pushup and pullup lab tests.
Direct - Exam	Students will be tested on the performance of a learned, memorized, choreographed movement routine that was started the first week of class, and added to each week thereafter.
Direct - Exam	Students will perform 8 push-ups with proper form and technique. Four of those on hands and toes, four on hands and knees.
Direct - Exam	Students will perform 8 push-ups on hands and knees, demonstrating proper form and technique. Students will be able to perform 20 sit-ups , demonstrating proper form and technique.
Direct - Other	
Direct - Other	
Direct - Other	
Direct - Other	

Direct - Other	Demonstrate proper technique to the instructor.
Direct - Other	Students will demonstrate a variety of exercise routines to instructor.
Indirect - Other	
	Be able to perform, cue, and name common movement patterns, relating to resistance training.
Direct - Other	Create a cardiorespiratory program for the current status--Treadmill Test
Direct - Other	Weight Training Test
Direct - Exam	Properly identify proper technique when completing a bench press. Also posture, rate of exercise, sets, reps, safety and intensity needs to be identified. Test will be an oral and hands-on test.
Direct - Exam	Properly identify proper technique when completing a wall and bar squat. Also posture, rate of exercise, sets, reps, safety and intensity needs to be identified. Test will be an oral and hands-on test.
Direct - Exam	Each student will be graded on keeping a workout log. Workout logs include exercises, dates of class, sets, reps, body fat, and personal weight. Grades will be given for both the midterm and final.
Direct - Other	Demonstrate the crab walk by performing the activity.
Direct - Other	Demonstrate the bear crawl by performing the activity.

Direct - Exam	Students will be able to name in both English and Sanskrit three fundamental yoga postures and will be able to demonstrate each with proper alignment. This will be assessed via a written and practical examination at the end of the semester.
Direct - Exam	Students will be able to identify, describe the purpose of and physically demonstrate one regression option for a fundamental yoga posture that is suitable for their personal fitness level. This will be assessed through a written and practical examination at the end of the semester.
Direct - Exam	Students will be able to name and describe two fundamental stress management strategies (meditation and pranayama techniques). This will be assessed on a written examination at the end of the semster.
Direct - Exam	Ability to recount history of marital arts including where martial arts started, why it started and how it has progressed over the years. Also the use of martial arts and safety issues within the sport. Short essay questions.
Direct - Exam	Learn terminology and proper technique in punching, kicking, blocking and striking. All fundamentals will be tested in a written exam and hand-on exam.
Direct - Other	Students show comprehension of badminton rules through verbal responses to classmates and instructor during class and demonstrating appropriate implementation of rules/scoring during practice sessions.

	Ability to perform these systems in game competition and simulation—Offensive---Fundamentals/Defensive---Fundamentals/Communication.
	Ability to perform and communicate these five absolutes in a simulated game and competition skills. Consisting of 1-on-1, 2-on-2, 3-on-3, 4-on-4, and 5-on-5 situations.
	Ability to sustain the four principles of a good practice in warm-up/game situation drills/and cool down.
Direct - Student Artifact	

	Connect 1 or 2 touch passing with a partner.
	heading the ball with a partner.
Direct - Student Artifact	
Direct - Other	Shooting the ball on goal
Direct - Other	Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.

	Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in.
Direct - Other	Students are given 10 balls and must serve into opposite court will be counted and measured at the appropriate level of the class the student is enrolled in.
	Identify & apply fundamental volleyball skills in a game situation, through skill demonstration in drills and game play.
	Demonstrate and perform the 6-6 and the 4-2 offensive formations, through on-court participation/performance.
Direct - Other	
Direct - Other	
Direct - Other	Based on the individual how many shots will the student be able to take an uncontested shot vs a contested shot based of ball movement and player movement.
	Ability to perform these systems in game competition and simulation—Offensive/Defensive/Communication.

	Ability to perform and communicate these five absolutes in a simulated game and competition skills. Consisting of 1-on-1, 2-on-2, 3-on-3, 4-on-4, and 5-on-5 situations.
	Ability to sustain the four principles of a good practice in warm-up/game situation drills/and cool down.
Direct - Other	Able to complete all 5 basic skills within a game or competition

Direct - Other	Able to perform defensive skill sets during a game or competition.
Direct - Other	Able to recognize and function in different soccer formations.
Direct - Other	Able to perform skill sets during a game or competition.

Direct - Other	Able to perform skill sets during a game or competition
Direct - Other	Able to perform skill sets during a game or competition.
Indirect - Other	
Indirect - Other	
Direct - Other	Students will be able to know recognize and implement advanced volleyball terminology, offenses, defenses, strategies and the sport's rules.

Direct - Other	Students will be able to execute and perform the following skills correctly: forearm and hand pass, set, hitting to all areas of the court, jump-spin and/or jump-float serve, and digging hard-driven balls.
Direct - Other	Students will be able to know recognize and implement advanced volleyball terminology, offenses, defenses, strategies and the sport's rules.
Direct - Other	Students will be able to execute and perform the following skills correctly: forearm and hand pass, set, hitting to all areas of the court, jump-spin and/or jump-float serve, and digging hard-driven balls.
Direct - Other	
Direct - Other	
Direct - Other	
Direct - Other	
	Ability to identify identity, goals and objectives, common leadership, success and failures, cooperate and collaborate, membership roles.
	Ability to explain forming, storming, norming, and performing.
	Ability to explain role qualities, dysfunctional qualities, Team Leadership.

Direct - Other	A short essay on the concepts of making up a intercollegiate soccer team.
	Short essay written on team leadership, team chemistry and unity.
	short essay
Direct - Other	Students will be able to discus and apply advanced volleyball terminology, rules, and offensive & defensive theories.
Direct - Other	Students will be able to apply advanced volleyball terminology, rules, and offensive & defensive theories to opponents' video.)
Direct - Student Artifact	Out of class assignment in which students define who the exercise science professional is and how they serve as a role model in their chosen profession.
Direct - Student Artifact	Out of class assignment (worksheet) in which students craft a paper on the field of exercise science
Direct - Exam	Students will correctly answer exam questions related to sub-disciplines and their relationship with one another on Module #4 exam

Direct - Student Artifact	Students will conduct interview with a professional in their chosen field and craft a paper on their findings.
Direct - Other	Measure vital signs, assess results.
Direct - Other	Demonstrate bandaging/taping techniques.
	Course SLO not assessed for this cycle.
	Course SLO not assessed for this cycle.
Direct - Exam	Compare/contrast the three energy systems.
Direct - Exam	Practical identification of selected landmarks on a disarticulated and articulated skeletons.
Direct - Exam	Correct ordering of the steps for muscle contraction.
Direct - Portfolio	Students will submit an exercise program and/or a detailed kinesiological analysis for a variety of human movements grounded in basic kinesiological principles for a variety of adult populations.
Direct - Portfolio	Students will present a critical analysis of the accuracy of popular press exercise claims.
Direct - Exam	Video based written exam.
Direct - Other	Students will conduct a biometric measurement of heart rate and interpret results in the lecture and lab sections in the course.
Direct - Exam	Six basic principles of nutrition, protein, carbohydrates, fat, vitamins, minerals and water.
	Written exam.
Direct - Other	Students will instruct other students (in groups) in a dynamic warm-up and other strategies. Measurement of relevant cues and proper technique will be added as well.

Direct - Student Artifact	Written and oral assignment.
Direct - Student Artifact	Hands on assignment.
Direct - Other	
Indirect - Other	
Direct - Exam	Students will answer objective questions on midterms which address the influence of global colonial powers on the Philippines.
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
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	Course SLO not assessed for this cycle.
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
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Direct - Exam	Students will complete State Fire Training (SFT) Exam.
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Direct - Exam	Students will complete State Fire Training (SFT) Exam.
Direct - Exam	Students will complete the State FireTraining (SFT) Exam
Direct - Exam	New Course No Assessment Necessary
Direct - Exam	Students will complete State Fire Training Exam (SFT)

Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
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Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
Direct - Exam	Final exam
Direct - Exam	Final exam
Direct - Exam	Final exam
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
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Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO.
Direct - Exam	

Direct - Exam	
Direct - Exam	Assessment cycle uses the SFT fire exam used in the specific FIPT 394L course offered.
Direct - Exam	Summary of Final Exam
Direct - Exam	
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
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Direct - Exam	Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO

Direct - Exam	Students will develop skills through questions on an oral or written exam
Direct - Exam	Students will answer questions on an oral or written examination.
Direct - Exam	Students will answer a question on an oral or written exam
Direct - Exam	Using an oral or written exam question, students will differentiate between Brazil is a country, and Portugal as a nation
Direct - Exam	Short answer questions given on midterm or final
Direct - Exam	Short answers on midterm/final
Direct - Exam	Short answers on midterm/final
Direct - Exam	Questions on Midterm and Final
Direct - Portfolio	Students will successfully complete the assignments and submit portfolios showing examples of graphics technology.
Direct - Other	Projects, Discussions, Portfolio.
Direct - Other	Projects, Discussions, Portfolio.
Direct - Other	Simulation of employment test, Projects, Discussions, Portfolio.

Direct - Student Artifact	Students will complete an analysis of current nutritional behaviors, and develop a plan for improved nutritional behavior. This will be based on the the principles of nutrition presented in lectures, readings, and online activities.
Direct - Other	Students will write a detailed paper describing their process of behavior change. This will include methods for behavior selection, strategy for change, and evaluation of success.
Direct - Student Artifact	Detailed fitness plan will be submitted that address the major components of fitness, based on lectures and readings.
Direct - Exam	Essay or multiple choice exam questions covering this SLO
Direct - Exam	Through oral or written exam questions, students will meet the SLO
Direct - Exam	Through a written or oral exam question, students will comprehend the meaning of feudalism

Direct - Exam	Through written or oral questions on an exam, students will demonstrate an understanding of SLO 1
Direct - Exam	Students will answer objective questions on a mid-semester quiz or examination which will address the five knowledge areas of SLO #1.
Direct - Exam	Through written or oral exam questions students will meet SLO 1
Direct - Exam	In written exams, students will articulate similarities and differences between early civilizations throughout the Americas.
Direct - Other	In written assignments, students will critically analyze sources and write analytical essays
Direct - Exam	On objective and subjective exams or through oral questions, students will analyze and explain similarities and differences.
Indirect - Other	In written assignments, students will analyze sources and construct analytical essays.
Direct - Exam	Details/Description: Through written or oral exam questions students will meet SLO 1

Direct - Exam	Through an oral or written test question, students will comprehend the development of the movement to gain women the vote
Direct - Exam	Through a written or oral exam question, students will demonstrate an understanding of feminism as a philosophy
Direct - Exam	
Direct - Exam	
Direct - Exam	
Direct - Exam	70% of students will achieve 70% or better on this assessment
Direct - Exam	70% of students will achieve 70% or better on this assessment
Direct - Exam	70% of students will achieve 70% or better on this assessment
Direct - Exam	
Direct - Exam	
Direct - Exam	
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes

Direct - Exam	Essays, Discussions, Quizzes
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Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes
Direct - Exam	Essays, Discussions, Quizzes
	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.
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	Students will be assessed through a combination of performance evaluations, written assignments, and/or written tests and quizzes.
Direct - Exam	Exam on 6450 Students will be graded (70% or better) on their knowledge of ethics and the paralegal profession, and, upon successful completion (70 or better) they will receive a certificate demonstrating their compliance with B&P Code 6450.
Direct - Exam	Course embedded assessments

Direct - Exam	Course embedded assessments
Direct - Exam	Course embedded assessments
Direct - Exam	Course embedded assessments
Direct - Exam	Course embedded assessments to measure student progress.
Direct - Exam	Course embedded assessments to measure performance of student's activities.
Direct - Exam	Course embedded assessments in testing and projects.

Direct - Exam	Course embedded assessments
Direct - Portfolio	Students will draft legal documents on behalf of employee to be inserted in portfolio
Direct - Exam	Course embedded assessments
Direct - Exam	Course embedded assessments
Direct - Exam	
Direct - Exam	Upon completion of this measure, students will achieve an acceptable target for increasing or starting another SLO.
Direct - Exam	Course embedded assessments in final exam
Direct - Other	students will give oral presentations on Elder Law topics as group project.
Direct - Exam	Course assessments embedded in exam to determine students understanding of subject matter
Direct - Exam	Course embedded assessments are set up in course to be measured by a final exam.

Direct - Exam	Exam questions related to the application of ethics to administrative law cases and situations.
Direct - Student Artifact	Essay demonstrating an in-depth understanding of intellectual property fundamentals in the areas of patent, copyright and trademark.
Direct - Student Artifact	Essay demonstrating an in-depth understanding of real property fundamentals.
	Course SLO not assessed for this cycle.
Direct - Other	A completed Works Cited page of ten separate sources.
Direct - Exam	Students will use nested Boolean operators to refine search results.
Direct - Exam	Students will evaluate resource criteria using particular "indicators" to determine the reliability of source materials
Direct - Exam	Multiple-choice test questions to evaluate student implementation, examination, and analysis of their understanding.
Direct - Exam	Test questions to evaluate student implementation, examination, and analysis of their understanding.

Direct - Exam	Test questions to evaluate student implementation, examination, and analysis of their understanding.
	Course SLO not assessed for this cycle.
Indirect - Survey	Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey. Beginning Survey: https://docs.google.com/forms/d/1hC2lr0LfTEUU0qa07gsukYGxq031culVlq56qW0t3V8 End Survey: https://docs.google.com/forms/d/136StsB1TYGthN2c7o-YEIEYyBytgH5GStAeYNcyrlQo/edit?usp=sharing_eixpa_np&ts=588bfb5f

Indirect - Survey	Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey. Beginning Survey: https://docs.google.com/forms/d/1hC2lr0LfTEUU0qa07gsukYGxq031culVlq56qW0t3V8 End Survey: https://docs.google.com/forms/d/136StsB1TYGthN2c7o-YEIEYyBytgH5GStAeYNcyrlQo/edit?usp=sharing_eixpa_np&ts=588bfb5f

Indirect - Survey	Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey. Beginning Survey: https://docs.google.com/forms/d/1hC2lr0LfTEUU0qa07gsukYGxq031culVlq56qW0t3V8 End Survey: https://docs.google.com/forms/d/136StsB1TYGthN2c7o-YEIEYyBytgH5GStAeYNcyrlQo/edit?usp=sharing_eixpa_np&ts=588bfb5f
Direct - Exam	This course was offered for the first time at San Diego Miramar College during Fall 2017. Since this was the first time that this course has been offered, we decided to take time during this first year to create exam questions to test these SLOs. After the department reviews the SLO questions, we will test the students from Math 47A during the next assessment cycle (Fall 2018-Spring 2021). From our preliminary results, we are very excited about this new course and we hope the results will show the students' and instructors' excitement and progress in this new course.

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Direct - Exam	Free-response or multiple-choice examinations. Objective-directed questions.
Direct - Exam	Free-response or multiple-choice examinations. Objective-directed questions.
Direct - Exam	Free-response or multiple-choice examinations. Objective-directed questions.
Direct - Exam	Free-response or multiple-choice examinations. Objective-directed questions.
Direct - Portfolio	Students will complete a project showing mathematical understanding of an applied mathematical situation.
Direct - Portfolio	Students will complete a project showing statistical understanding of an applied mathematical situation.
Direct - Exam	Exam questions
Direct - Exam	Exam questions

Direct - Exam	Exam questions
Direct - Exam	Students will answer exam questions.
Direct - Portfolio	Students will complete a project.
Direct - Student Artifact	Students will produce original problem solving artifact
Direct - Exam	Final Exam Questions
Direct - Exam	final exam questions

Direct - Exam	We will test this SLO on the final exam. During Spring 2016, we tested SLO 2 using 3 exam questions. During Fall 2017, we will test all SLO questions.
Direct - Exam	Students are assessed via exam questions
Direct - Exam	Students are assessed via exam questions

Direct - Exam	Students are assessed via exam questions
Direct - Exam	Students will be assessed via exam questions.
Direct - Exam	Students will be assessed via exam questions.
Direct - Exam	Students will be assessed via exam questions.
Direct - Exam	Students will answer exam questions.
Direct - Exam	Students will answer exam questions.
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Direct - Exam	Exam questions
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Direct - Exam	exam questions
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Direct - Exam	exam questions

Direct - Exam	Students will be assessed via exam questions.
Direct - Exam	Students will be assessed via exam questions.

Direct - Exam	Students will be assessed via exam questions.
Direct - Exam	Students will be assessed via exam questions.
Direct - Portfolio	Students will complete a project.

Direct - Exam	Exam questions will be given.
Direct - Exam	Exam questions will be given.
Direct - Exam	Exam questions will be given.
Direct - Exam	Exam questions will be given.
Direct - Exam	Exam questions will be given.

Direct - Exam	Exam questions will be given.
Direct - Exam	Students will be assessed via exam questions.
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Direct - Exam	Students will be assessed via exam questions.

Direct - Exam	Students will be assessed via exam questions
Direct - Exam	Students will be assessed via exam questions.
Direct - Exam	Solve for x: $11x – 6 = 49$ Solve: $3(x – 2) + 4x – 6 = 23$ Solve: $x-14=7x+16$

Direct - Exam	Write each phrase as a variable expression. a. Twice a number decreased by 32 b. The quotient of seven squared and a number. c. The product of a number and 6 d. Three times the sum of a number and 13
Direct - Exam	Evaluate the expressions below if: = -3, b = 4, and c = 6 a. 2a – 6b b. a^3+b^2 c. Simplify (-6-9-(-3)(4)/(-1+5^2-(-3) d. Simplify 8÷4·2+2(-6+3)
Direct - Exam	Find the perimeter and area of the shape below. See attachment for shape.

Direct - Exam	Students will answer SLO questions on their individual Final Exam. See attached email with instructions and specifics.

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Direct - Exam	Standalone quiz - Students will be able to solve an absolute value equation $\|3x+5\|+4 = 13$
Direct - Exam	Student can solve a quadratic equation Solve: $x^2 + 4x = -68$
Direct - Exam	Students are able to solve square root equation (a constant on the right hand side) $\sqrt{x + 2} = 6$
Direct - Exam	Students solve an equation containing square roots. (both sides contains the variable) solve: $\sqrt{2x + 15} = 6 + x$

Direct - Exam	Students solve an exponential equation (no logs needed) Solve 3^(3x-6) = 27
Direct - Exam	Students solve an exponential equation (logs are necessary) Solve 9^(x - 3) = 23
Direct - Exam	Students solve a logarithmic equation (log on one side) log_5 x = 3
Direct - Exam	Students solve logarithmic equations (logs on both sides): Solve log (10x+4) - log(2x - 3) = log(6)
Direct - Exam	Comprehensive final course examination at end of semester

Direct - Exam	Licensing exam qualifying students for the California and national Medical Laboratory Technician License.
Direct - Exam	Comprehensive final exam covering lab exercises.
Direct - Other	Evaluation of students performance in lab exercises by the lab instructor.
Direct - Exam	Comprehensive Final Exam
Direct - Exam	Comprehensive final exam at the end of the semester
Direct - Exam	State and National licensing exams for the Medical Laboratory Technician license
Direct - Other	Evaluations of student performance by the instructor

Direct - Other	Quality Assurance Project, Hematology Analyzer Process Control Charts
Direct - Exam	Comprehensive final exam
Direct - Exam	Comprehensive final exam
Direct - Other	Evaluation of student performance in lab and lecture by the instructor
Direct - Exam	State and National licensing exams for Medical Laboratory Technician license
Direct - Exam	Comprehensive final exam
Direct - Other	Laboratory exercise; identification of microorganisms
Direct - Exam	Comprehensive final exam at end of course
Indirect - Other	% of students correctly identifying major and minor unknowns
Direct - Exam	Labcorp mandatory safety quiz
Direct - Exam	Weekly Blackboard Quiz
Indirect - Other	Run unknown samples and achieve test results within acceptable limits
Direct - Exam	Labcorp on-line safety exam

Indirect - Interview	Interview with section supervisor
Indirect - Other	Student runs unknowns in parallel with specimens of known values
Direct - Exam	Labcorp Safety Orientation Exam
Direct - Exam	Evaluation by department supervisor.
Direct - Exam	Weekly Blackboard quizzes on methods and principles
	Run 5 - 10 patient parallel samples with appropriate QC. Samples must agree within limits set for comparison studies.
Direct - Exam	Labcorp on-line safety exam
Direct - Other	Evaluation, verbal or written, by the department lead or supervisor
Direct - Exam	Weekly on-line quizzes in department subject area
Direct - Other	Verbal or written evaluation of the student by the department lead or supervisor by end of the practicum class
Direct - Exam	Exam will be given to determine student achievement
Direct - Exam	Exam will be given to determine student achievement
Direct - Exam	Exam will be given to determine student achievement
Direct - Exam	Students will take an exam.
Direct - Other	Students will demonstrate 5-finger major scale pattern in any key

Direct - Other	This course was activated in preparation for building a program. This is an upper level course and not enough students have fed through the previous level course
Direct - Other	This course was activated in preparation for building a program. This is an upper level course and not enough students have fed through the previous level course
Direct - Other	This course was activated in preparation for building a program. This is an upper level course and not enough students have fed through the previous level course.
Direct - Other	This course was activated in preparation for building a program. This is an upper level course and not enough students have fed through the previous level course.
Direct - Other	Students will learn music notation and notes in the first position
Direct - Other	Students will play intermediate repertoire.
Direct - Exam	Students will take exam.
Direct - Exam	Students will demonstrate knowledge of keys and chords from notation.
Direct - Exam	Students will demonstrate a knowledge of musical form from notational analysis
Direct - Student Artifact	Students will complete final project implementing SLO.
Direct - Student Artifact	Students will demonstrate project completing SLO.
Direct - Portfolio	Analyze and problem solve recording situations of various instruments
Direct - Portfolio	Creatively apply recording technology
	Determine which studio technology to use to achieve the best results in recording

Direct - Other	Students use and apply technology learned into their project(s)
Direct - Portfolio	Students successfully produced projects
Direct - Student Artifact	Students will create a recording project and implement the proper technology to complete.
Direct - Student Artifact	Students will create a recording demonstrating concepts learned in the course.
Direct - Exam	Students will read and play simple piano music.
Direct - Exam	Students will transpose simple melodies.
Direct - Exam	Students will analyze simple piano music
Direct - Exam	Student will read and write simple rhythms in common time
Direct - Exam	Students will play chords and exercises in all major key 5-finger positions.
Direct - Exam	Students will harmonize simple melodies with I and V chords
Direct - Exam	Students will take dictation
	Students will sing from notation

Direct - Exam	Students will sightsing and take dictation of simple melodies in major and minor keys
Direct - Student Artifact	Track individual food and beverage intake, describe preparation of food preparation methods, estimate portion sizes for three days.
Direct - Student Artifact	Complete an in-class and out-of class out of class activity that includes answering specific food safety questions and research about food safety and foodborne illnesses.
Direct - Student Artifact	Students interpret and apply results of their diet analysis project by completing the final part of the diet analysis project. Students answer questions and discuss the results of their individual nutrient analysis results from the 3-day nutrient analysis of the food log and reflect on how this impacts their risk for health and disease now and in the future.
Direct - Student Artifact	Nutrient analysis of food contributions of meals representative of different cultures
Direct - Exam	Exams will be used to assess student's ability to identify and discuss diverse food customs associated with different geographic regions.
Direct - Student Artifact	Discussions, presentations, and/or student papers will be used to assess student's ability to assess student's ability to evaluate the psychosocial and economic factors that influence food habits.
Direct - Student Artifact	Assignment / case study
Direct - Exam	Exams

Direct - Student Artifact	Research paper and/or discussion
Direct - Student Artifact	Students will be able to use computers to research, compile, and review data for personal health
Direct - Student Artifact	Students will analyze and evaluate macro and micro-nutrient contents of their dietary intake and relate it to their needs for sports performance.
Direct - Exam	Students will analyze and interpret nutritional needs and concerns that affect athletes in an exam setting.
Direct - Student Artifact	Assignment to modify diets to accommodate various patient health conditions, dietary needs and client requests.
Direct - Exam	Exam
Direct - Exam	Exam
Direct - Student Artifact	You need to research a career that you may wish to pursue. You may find research information on the Internet or in the library. I want you to make the project as visual as possible. No matter what you intend to do I want detailed and specific plans. This assignment includes a 4-7 minute oral presentation. Be sure to follow directions on time minimums and maximums for your presentation. Include information on the career that you have selected: • What are the educational or degree requirements • Describe your job and what you are responsible for doing • Where do you work? • How much do you earn? • Why you chose this career?)

Direct - Other	Each student/group will be required to give a 3 minute oral presentation discussing what you did and what you learned in this assignment. • You may create Powerpoint presentations (a minimum of 5 slides) that cover the details of volunteering, including photos, details etc.
Direct - Student Artifact	Do your research to determine the appropriate resume and follow the job description carefully. and submit in class and using Microsoft Word formatting.
Direct - Other	
Direct - Student Artifact	
Direct - Student Artifact	
Direct - Student Artifact	Students will identify at least 5 personal and educational obstacles that impact emotional, mental, and academic growth and development through writing and presentations.
Direct - Student Artifact	Plan, draft and write a goal setting and goal-achievement project aimed at any personal goal to achieve aspirational development and balance
Direct - Student Artifact	Identify and demonstrate self-responsible, group setting, and collaborative workplace behaviors through classroom exercises.
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes
Direct - Exam	Test, Quizzes

Direct - Exam	Tests, Quizzes
Direct - Exam	Tests, Quizzes
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	Essays, Discussions, Quizzes,
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Direct - Exam	Essays, Discussions, Quizzes,
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Direct - Exam	Essays, Discussions, Quizzes,

Direct - Exam	Essays, Discussions, Quizzes,
Direct - Exam	short questions on midterm/final
Direct - Exam	short questions on midterm/final
Direct - Exam	short questions on midterm/final
Direct - Exam	Exam 1 assesses this learning outcome, composed of multiple choice and free response questions.
Direct - Exam	Exam 2 assesses this learning outcome, composed of multiple choice and free response questions.
Direct - Exam	Exam 3 assesses this learning outcome, composed of multiple choice and free response questions.
Direct - Exam	The second exam, which covers electromagnetic phenomena (e.g. Faraday's Law, EM induction, magnetic fields caused by currents) assesses this learning outcome.
Direct - Exam	Question on net force on an object, with friction present, on final exam.
Direct - Exam	Final Exam or class grade
Direct - Exam	A three points exam question will be given toward the end of the semester. A score of 3 points equals 100%, a score of 2 points equals 66%, and a score of 1 point equals 33%.

Direct - Exam	Lab Final Exam or Class Grade
Direct - Exam	Student will complete a standard slo question during the semester. The question will contain three parts. Each part is worth 1 point. 3 points will equate to 100 %, 2 points will equate to 66% etc.
Direct - Exam	A three points exam question will be given toward the end of the semester. A score of 3 points equals 100%, a score of 2 points equals 66%, and a score of 1 point equals 33%.
Direct - Exam	A three points exam question will be given toward the end of the semester. A score of 3 points equals 100%, a score of 2 points equals 66%, and a score of 1 point equals 33%.
Direct - Exam	The question was similar to the previous question.
Direct - Exam	Through oral or written questions, the students will show a comprehension of the articles of the Constitution
Direct - Exam	Students will show through an oral or written exam, an understanding of the two party system
Direct - Exam	Through written or oral exam questions, students will show comprehension of the distinction between "republic" and "democracy."
Direct - Exam	Students will, through an oral or written exam question, show an understanding of contemporary Middle Eastern Politics versus Russian-Ukranian relations
	Course SLO not assessed for this cycle.
Direct - Exam	Students will demonstrate working knowledge of historical roots and major systems and theories of psychology; including Psychodynamic, Behaviorism, Cognitive and Humanistic principles of data collection and analysis.
Direct - Exam	Students will demonstrate working knowledge of principles of data collection and analysis.

Direct - Exam	Students will demonstrate working knowledge of psychological principles from a culturally diverse perspective.
Direct - Exam	Students will demonstrate understanding of theories and research relevant to adolescence as a distinct developmental period.
Direct - Exam	Students will demonstrate understanding of the overlapping influences of biology, cognition, and social factors on adolescent development.
Direct - Exam	Students will compare and contrast the cultural and generational context of adolescence in western and non-western societies.
Direct - Exam	Upon successful completion of the course, students will be able to interpret strengths and weaknesses of psychological theories as linked to the experience of women.
Direct - Exam	Upon successful completion of the course, the student will be able to understand the various theoretical perspectives and research methods used in studying marriage and the family.
Direct - Exam	link opens in new window Upon successful completion of the course, the student will be able to understand the various theoretical perspectives and research methods used in studying marriage and the family.
Direct - Exam	Through oral or written exam questions students will be able to define mass hysteria
Direct - Exam	Upon completion of the course, students will comprehend the methodologies used in measuring learning.

	Students will be able to differentiate between the major issues of developmental psychology: Nature/Nurture; Continuity/Discontinuity; Sensitive/Critical; Early/Later Experiences.
	Students will identify and assess various disorders using the current DSM.
	Students will demonstrate understanding of the difference between psychologists, psychiatrists and other mental health professionals
	Students will compare and contrast major theoretical positions regarding the cause and treatment of psychopathology
	Students will communicate understanding of correlation between psychological disorders and cultural influences.
	Students will demonstrate knowledge of research designs, experimental methods, non-experimental methods, and standard research practices.
	Students will design and conduct original research using appropriate research designs, methods, statistics, and ethics and demonstrate proficiency in APA style.
Direct - Exam	Upon completion of the course students will comprehend the application of statistics to the social sciences
Direct - Exam	Upon successful completion of this course, the student will be able to distinguish between descriptive and inferential statistics and understand the process of defining groups and measures.
	Exam questions, written or oral, will be applied to test student comprehension.
Direct - Exam	Performance on quizzes, tests, exams, written assignments, group projects, class discussions.
Direct - Exam	Performance on quizzes, tests, exams, written assignments, group projects, class discussions.

Direct - Exam	Performance on quizzes, tests, exams, written assignments, group projects, class discussions.
Direct - Exam	Performance on quizzes, tests, exams, written assignments, group projects, class discussions.
Direct - Exam	Performance on quizzes, tests, exams, written assignments, group projects, class discussions.
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Direct - Exam	Performance on quizzes, tests, exams, written assignments, group projects, class discussions.
Direct - Exam	Performance on quizzes, tests, exams, written assignments, group projects, class discussions.

Direct - Exam	Students will answer a specific question on an exam or assignment that will demonstrate their ability to recognize cultural differences.
Direct - Exam	Through written or oral exams, students will demonstrate proficiency in understanding varying forms of racism and discrimination that exist in the U.S. today.
Direct - Exam	Through written or oral exam questions, students will show an ability to compare and contrast major theoretical approaches within sociology.

Direct - Portfolio	Students will complete an assignment that will demonstrate their ability to apply specific methodologies to various research questions.
Direct - Exam	Through written or oral questions on an exam, students will describe the social and political effects of globalization on different regions of the world
Direct - Other	Measurement Method A 25-minute in-class writing assignment during the last three weeks of the semester, independent of other exams or quizzes
Direct - Other	A 25-minute in-class writing assignment during the last three weeks of the semester, independent of other exams or quizzes. 1. First paragraph: What did you do all the time when you were a child? Use seven different verbs. 2. Second paragraph: Describe a favorite teacher or friend, including the person's name and both physical and mental characteristics, using the verbs "ser" and "tener". Use six different adjectives. 3. Third paragraph: Describe a memorable experience from your childhood. What happened? What did you do? Use seven different verbs.

Indirect - Other	Students are given 25 minutes to complete this activity within the last three weeks of the semester. This was an independent in-class writing assignment and not as a part of an exam or quiz.
Direct - Other	It is an independent in-class writing assignment.

Direct - Exam	Oral Final Exam consisting of short 5-7 minute oral conversation with professor and with two other native-speaking Spanish professors that students had not seen before.
Direct - Exam	Oral Final Exam
Direct - Exam	Students will demonstrate their understanding of Outcome 1 through their performance on assessments.
Direct - Exam	Students will demonstrate their understanding of Outcome 2 through their performance on assessments.
Direct - Exam	Students will demonstrate their understanding of Outcome 3 through their performance on assessments.

Direct - Student Artifact	The student will vary the sentence structures in the paragraph. The student can answer the following four questions in the paragraph, using conjunctions and prepositions/prepositional phrases. 1. name, origin, physical and mental characteristics, using specific verbs such as “ay” (am/is/was“ipinanganak”(born), “lumaki” (grew up), “nakatira” (lives/dwells), “nag-aaral (studies), “may/mayroon” (has/have). 2. current feelings and mental and physical state, using the verb “ay” and specific adjectives, adverbs. 3. four likes, correctly using “gusto” with a possessive pronoun plus noun (as subject) OR “ng” plus noun 4. everyday activities, using 4 (UM or MAG) verbs in the present tense.
Direct - Student Artifact	The student will vary the sentence structures in the paragraph. The student can answer the following four questions in the paragraph, using conjunctions and prepositions/prepositional phrases. 1. name, origin, physical and mental characteristics, using specific verbs such as "ay" (am/is/was Ipinanganak (born), "lumaki (grew up), nakatira (lives/dwells), nag-aaral (studies) 2. current feelings and mental and physical state, using the verb "ay" and specific adjectives, adverbs 3. four likes, correctly using "gusto" with a possessive pronoun plus noun (as subject) or "ng" plus noun

Acceptable Target	Ideal Target
80% of students will obtain 75% or greater on the questions	90% of the students will obtain 75% or greater on the questions
80% of students will obtain 75% or greater on the questions	90% of students will obtain 75% or greater on the questions
80% of students will obtain 75% correct response on exam questions	90% of students will obtain 75% correct response on exam questions
80% of students obtain 75% of questions on exam	90% of students obtain 75% of questions on exam
80% of students taking SLO #2 will obtain 75% or greater on the exam	90% of students taking SLO #2 will obtain 75% or greater on the exam
80% of students taking exam will obtain a score of 75% or greater	90% of students taking exam will obtain a score of 75% or greater
80% will obtain a score of 75% or greater on the required tax return	80% will obtain a score of 75% or greater on the required tax return
80% of students will achieve 75% or greater on the exercises selected	90% of students will achieve 75% or greater on the exercises selected
80% of students will achieve a 75% or greater on preparation of a California tax return	90% of students will achieve a 75% or greater on preparation of a California tax return
80% of the students who submit accounting problem will obtain a 75% grade for the problem	90% of the students who submit accounting problem will obtain a 75% grade for the problem

80% of the students who submit comprehensive accounting problem with financial statements will obtain a 75% grade for the problem	90% of the students who submit comprehensive accounting problem with financial statements will obtain a 75% grade for the problem
80% of the students will obtain a 75% of higher on the first midterm exam.	90% of the students will obtain a 75% of higher on the first midterm exam
80% of the students will obtain a 75% of higher on the designated midterm exam	90% of the students will obtain a 75% of higher on the designated midterm exam
80% of the students will obtain a 75% or higher on the designated midterm exam	90% of the students will obtain a 75% or higher on the designated midterm exam
70% of students will achieve 70% or better on this assessment	
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70%	80%
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70%	80%

70% of students will achieve an 80% or better on this assessment	70% of students will achieve an 80% or better on this assessment
70% of students will achieve an 80% or better on this assessment	70% of students will achieve an 80% or better on this assessment
70% of students will achieve an 80% or better on this assessment	70% of students will achieve an 80% or better on this assessment
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70% of students will achieve an 80% or better on this assessment	70% of students will achieve an 80% or better on this assessment
70% of students will achieve an 80% or better on this assessment	70% of students will achieve an 80% or better on this assessment
70% of all students will achieve a grade of 80% or better	80% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	80% of all students will achieve a grade of 80% or better
70%	80%
70%	80%
70%	80%

70%	80%
If the student provides a correct definition of the written plan to execute a search warrant during 7 out 10 attempts, then the student is deemed to have been successful.	8/10: 80%
If the student provides a correct definition of proper managing principals and use of informants during 7 out 10 attempts, then the student is deemed to have been successful.	80%
70%	80%
70%	80%
70%	80%
70% of students achieved a grade of 70% or better	70% of students achieved a grade of 70% or better
70% of students achieved a grade of 70% or better	70% of students achieved a grade of 70% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70%	80%
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better

70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70%	80%
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70%	80%
70% of students will attain at least 70% proficiency	70% of students will attain at least 80% proficiency
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better

70% of all students will achieve a grade of 80% or better	70% of all students will achieve a grade of 80% or better
If the student provides a correct definition of the specific laws of arrest during 7 out 10 attempts, then the student is deemed to have been successful.	80%
If the student provides a correct definition of the specific damage that drugs cause to society during 7 out 10 attempts, then the student is deemed to have been successful.	80%
70% of students receive a passing grade on each assessment (C or above)	80% of students receive a passing grade on each assessment (C or above)
70% of students receive a passing grade on each assessment (C or above)	80% of students receive a passing grade on each assessment (C or above)
70% of students receive a passing grade on each assessment (C or above)	80% of students receive a passing grade on each assessment (C or above)
70% of students received a passing grade of C or above (70%)	80% of students received a passing grade of C or above (70%)
70% of students received a passing grade of C or better	80% of students received a passing grade of C or better
70% of students received a passing grade of C or better	80% of students received a passing grade of C or better
70% of students received a grade of C or higher	80% of students received a grade of C or higher
70% of students received a grade of C or higher	80% of students received a grade of C or higher
70% of students received a passing grade of C or higher	80% of students received a passing grade of C or higher

70% of students received a passing grade of C or higher	80% of students received a passing grade of C or higher
70% of students received a passing grade of C or higher	80% of students received a passing grade of C or higher
70% of students received a passing grade of C or higher	80% of students received a passing grade of C or higher
80% of students will achieve 70% or better	70% of students will achieve 80% or better.
80% 0f students achieve 70%	70% 0f students achieve 80%
80% of students achieve 70%	70% of students achieve 80%
80% of students achieve 70% or better.	70% of students achieve 80% or better.
80% of students achieve 70% or better.	70% of students achieve 80% or better.
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70% of students will score 80% or higher	80% of students will score 80% or higher
70% of students will score 80% or higher	80% of students will score 80% or higher
70% of students will score 80% or higher	80% of students will score 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
70% of the students will complete with a C or better.	90% of the students will complete with a C or better.

80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	80% of students will achieve 80% or better.
80% of students will achieve 70% or better	80% of students will achieve 70% or better
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better	70% of students will achieve 80% or better

80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
70% of students will achieve 80% or higher	80% of students will achieve 70% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher

80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher

80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
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80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.

80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher

N/A	N/A
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or higher	70% of students will achieve 80% or higher
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.

N/A	N/A
70% of students achieve 60% or above	
75% of the class scoring 75%.	75%
100% of students will Pass the final exams.	100% of students will Pass the final exams with 100%.
Complete lab sheet with 100% accuracy.	Complete lab sheets on first attempt with 100% accuracy.
Complete inspection sheets with 100% accuracy. Complete repair order with 100% accuracy.	Complete inspection sheets on first attempt with 100% accuracy. Complete repair order on first attempt with 100% accuracy.

Complete lab sheets with 100% accuracy.	Complete lab sheets on first attempt with 100% accuracy.
Complete lab sheets with 100% accuracy.	Complete lab sheets with 100% accuracy on first attempt.
Complete labsheets with 100% accuracy.	Complete labsheets on first attempt with 100% accuracy.
Complete labsheet with 100% accuracy.	Complete labsheet on first attempt with 100% accuracy.
Complete labsheets with 100% accuracy.	Complete labsheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Pass exam with 70% or better.	Pass exam with 100%.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.

100% of the students pass the Exam	100% of the students pass the Exam with a score of 100%
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.
Complete lab sheet with 100% accuracy.	Complete lab sheet on first attempt with 100% accuracy.

N/A	N/A
Pass	Pass
4-Feb	4
4-Feb	4
4-Feb	4
4-Feb	4
4-Feb	4
4-Feb	4
4-Feb	4
4-Feb	4
4-Feb	4
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4-Feb	4

80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment

80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment

80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment

80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment

90% of students receive 70% or higher on the assessment	90% of students receive 90% or higher on the assessment

90% of students receive 70% or higher on the assessment	90% of students receive 90% or higher on the assessment

90% of students receive 70% or higher on the assessment, according to a specified rubric	90% of students receive 90% or higher on the assessment, according to a specified rubric
70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment
70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment
70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

70% of students will achieve 70% or higher on assessment	80% of students will achieve 80% or higher on assessment

70% of students will achieve 70% or higher on assessment	80% of students will achieve 80% or higher on assessment
70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment
80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment

80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment
80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment

80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment
80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment
80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment

80% of students achieve 70% or higher on assessment	80% of students achieve 90% or higher on assessment
70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

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70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

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70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

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70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

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70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

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70% of students achieve 70% or higher on assessment	80% of students achieve 80% or higher on assessment

90% of students receive 70% or higher on the assessment	90% of students receive 90% or higher on the assessment
90% of students receive 70% or higher on the assessment	90% of students receive 90% or higher on the assessment
90% of students receive 70% or higher on the assessment	90% of students receive 90% or higher on the assessment

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90% of students receive 70% or higher on the assessment	90% of students receive 90% or higher on the assessment

90% of students receive 70% or higher on the assessment	90% of students receive 90% or higher on the assessment
90% of students receive 70% or higher on the assessment	90% of students receive 90% or higher on the assessment

At or above 70%	At or above 90%
At or above 70%	At or above 90%

At or above 70%	At or above 90%
At or above 70%	At or above 90%
N/A	N/A

N/A	N/A
At or above 70%	95%
At or above 70%	95%

At or above 70%	95%
At or above 70%	95%

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At or above 70%	95%
At or above 70%	95%
At or above 70%	95%
At or above 70%	95%

N/A	N/A
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment.	80% of students will achieve a score of 70% or better on this assessment.
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment

60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
80%	90%
80%	90%
70% of students will achieve an 80% or better on this assessment.	70% of students will achieve an 80% or better on this assessment.
70% of students will acheive an 80% or better	70% of students will acheive an 80% or better

70% of students will acheive an 80% or better	70% of students will acheive an 80% or better
80%	90%
75% of students earning a C or higher grade	78% of students earning a C or higher grade
75% of students earning a C or higher grade	78% of students earning a C or higher grade
70%	80%

80%	90%
80%	90%
80%	90%
80% of more of students will achieve a B or better	100% of more of students will achieve a B or better
70% of students will achieve a C or better.	75% of students will achieve a C or better.
70% of students will achieve a C or better.	75% of students will achieve a C or better.
70% of the students will achieve 80% or better	80% of students will achieve 80% or better
80% of class will achieve a 70% on assessment.	90% of class will achieve a 70% on assessment.

75%	78%
75%	78%
75%	78%

75%	78%
80%	85%
70%	75%
80%	85%
70%	80%

16 hours	16 hours
100%	100%
70%	75%
70%	75%
70%	75%
70%	80%
90% complete compliance	greater than 90%
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.

80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
70% of students will achieve a score of 65% or better on this assessment	80% of students will achieve a score of 65% or better on this assessment
70% of students will achieve a score of 65% or better on this assessment	80% of students will achieve a score of 65% or better on this assessment

70% of students will achieve a score of 65% or better on this assessment	80% of students will achieve a score of 65% or better on this assessment
70% of students will achieve a score of 65% or better on this assessment	80% of students will achieve a score of 65% or better on this assessment
70% of students will achieve a score of 65% or better on this assessment	80% of students will achieve a score of 65% or better on this assessment
70% of students will achieve a score of 65% or better on this assessment	80% of students will achieve a score of 65% or better on this assessment
70% of students will achieve a score of 65% or better on this assessment	80% of students will achieve a score of 65% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
75% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.

80% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
80% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
80% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
80% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
80% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
80% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.

80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment

80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
75% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
75% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
75% of students will achieve a score of 70% or better on this assessment.	90% of students will achieve a score of 70% or better on this assessment.
80% of students will achieve a score of 70% or better on the assignment	90% of students will achieve a score of 70% or better on the assignment
80% of students will achieve a score of 70% or better on the assignment	90% of students will achieve a score of 70% or better on the assignment
N/A	N/A
70% of students will achieve at least 70% or better.	80% of students will achieve at least 70% or better.
70% of students will achieve 70% or better.	80% of students will achieve 70% or better.

70% of students will achieve a score of 70% or above.	80% of students will achieve a score of 70% or above.
70% of students will achieve a score of 75% or higher.	80% of students will achieve a score of 75% or higher.
70% of students will score 75% or higher	80% of students will score 75% or higher
70% of students will score 75% or higher.	80% of students will score 75% or higher.
70% of students will score 75% or higher	80% of students will score 75% or higher
70% of students will achieve a 75% or better on the assignment.	80% of students will achieve a 75% or better on the assignment.
70% of students will score a 75% or higher on this project.	80% of students will score a 75% or higher on this project.
70% of students will score ≥ 75% of possible points following a specified rubric.	80% of students will score ≥ 75% of possible points following a specified rubric.
70% of students will score ≥ 75% of possible points following a specified rubric.	80% of students will score ≥ 75% of possible points following a specified rubric.
70% of students will score ≥ 75% of possible points following a specified rubric.	80% of students will score ≥ 75% of possible points following a specified rubric.

70% of students will score ≥ 75% of possible points following a specified rubric.	80% of students will score ≥ 75% of possible points following a specified rubric.
70% of students will score ≥ 70% of possible points following a specified rubric.	80% of students will score ≥ 70% of possible points following a specified rubric.
70% of students will score ≥ 70% of possible points following a specified rubric.	80% of students will score ≥ 70% of possible points following a specified rubric.
70% of students will score ≥ 70% of possible points following a specified rubric.	80% of students will score ≥ 70% of possible points following a specified rubric.
70% of students will score ≥ 70% of possible points following a specified rubric.	80% of students will score ≥ 70% of possible points following a specified rubric.
70% of students will score ≥ 70% of possible points following a specified rubric.	80% of students will score ≥ 70% of possible points following a specified rubric.
70% of students will score ≥ 70% of possible points following a specified rubric.	80% of students will score ≥ 70% of possible points following a specified rubric.

70% of students will score ≥ 70% of possible points following a specified rubric.	80% of students will score ≥ 70% of possible points following a specified rubric.
N/A	N/A
60% in an assessment format	80% in an assessment format
70% of students will score 69% on the practical.	70% of students will score 69% on the practical.
>50% of studetns achieve 70% or more	>70% of studetns achieve 70% or more

To be developed we have just started offering this class.	To be developed we have just started offering this class.
>70%=Meets Standards <70%=Below Standards	>70%=Meets Standards <70%=Below Standards
>70%=Meets Standards <70%=Below Standards	>70%=Meets Standards <70%=Below Standards
>70%=Meets Standards <70%=Below Standards	>70%=Meets Standards <70%=Below Standards

>70%=Meets Standards <70%=Below Standards	>70%=Meets Standards <70%=Below Standards
70% or more of the students will score 70% or above on the question.	70% or more of the students will score 70% or above on the question.

70% or more of the students will score 70% or above on the question.	70% or more of the students will score 70% or above on the question.

70% or more of the students will score 70% or above on the question.	70% or more of the students will score 70% or above on the question.
70% or more of the students taking the lab practical will score 70% or higher.	70% or more of the students taking the lab practical will score 70% or higher.

70% of students score in the 50th percentile or higher on exam.	70% of students score in the 50th percentile or higher on exam.
70% or more of the students will earn an average score of 70% or above on their evaluative lab report.	70% or more of the students will earn an average score of 70% or above on their evaluative lab report.
70% of students will achieve a raw score in the 50th percentile or higher.	70% of students will achieve a raw score in the 50th percentile or higher.
70% of the students completing the evaluative report will earn a grade of 80% or higher.	70% of the students completing the evaluative report will earn a grade of 80% or higher.

70% of students will score in the 50th percentile or higher on the exam	80% of students will score in the 50th percentile or higher on the exam
60% of students will achieve a 70% or higher on this assessment	70% of students will achieve a 70% or higher on this assessment
60% of students will achieve a 70% or higher on this assessment	70% of students will achieve a 70% or higher on this assessment
70% of students will score in the 50th percentile or higher	80% of students will score in the 50th percentile or higher
50% of students will score a 70% or better on the exam	70% of students will score a 70% or better on the exam

80 % of student will achieve better than 75% in this lab.	90 % of student will achieve better than 75% in this lab
95% of students	100% of students
80%	100%
80%	100%

80%	100%
80%	100%
80% will complete this assessment	100% will complete this assessment
80%	100%
80%	100%

80%	100%
80%	100%
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80%	100%
80%	100%
80% achieved AB&C.	100% achieves AB &C
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80%	100%

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80%	100%
80%	100%
80%	100%
N/A	N/A
80%	100%

80%	100%
80%	100%
80%	100%
80%	100%
80%	100%
80%	100%
70% of students will achieve an 80% on this assessment	70% of students will achieve an 80% on this assessment
70% of students will achieve an 80% on this assessment	70% of students will achieve an 80% on this assessment
70% of students will achieve an 80% on this assessment	70% of students will achieve an 80% on this assessment
70% of students will achieve an 80% on this assessment	70% of students will achieve an 80% on this assessment
70% of students will achieve an 80% on this assessment	70% of students will achieve an 80% on this assessment
70% of students will achieve an 80% on this assessment	70% of students will achieve an 80% on this assessment
70% of students will achieve an 80% on this assessment	70% of students will achieve an 80% on this assessment
70% of students will achieve an 80% on this assessment	70% of students will achieve an 80% on this assessment

70% of students will satisfy the learning outcome.	90% of students will satisfy the learning outcome.
70% of students will satisfy the learning outcome.	90% of students will satisfy the learning outcome.
70% of students will satisfy the learning outcome.	90% of students will satisfy the learning outcome.
70% of students will satisfy the learning outcome.	90% of students will satisfy the learning outcome.
70% of students will satisfy the outcome	90% of students will satisfy the outcome
70% of students will satisfy the outcome	90% of students will satisfy the outcome
70% of students will satisfy the outcome	90% of students will satisfy the outcome
70% of students will satisfy the outcome	90% of students will satisfy the outcome
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.

70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
NA	NA
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
73 – 79%; Meets Standards	90%; or better, Exceeds Standards 80 – 89%; Above Standards

73 – 79%; Meets Standards	90%; or better, Exceeds Standards 80 – 89%; Above Standards
73 – 79%; Meets Standards	90%; or better, Exceeds Standards 80 – 89%; Above Standards
73% of students passing	80% of students passing
74% of students passing	83% of students passing
74% of students passing	83% of students passing
73% is acceptable.	80% of the students passing the exam.

73% pass rate	80% pass rate.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.
70% of students scoring 73% or better on performance Test.	75% of students scoring 73% or better on performance test.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better

70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.
70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
70% of students scoring 73% or better on performance test.	75% of students scoring 73% or better on performance test.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.

70% of students performing at 80% or better in the lab.	75% of students performing at 80% or better in the lab.
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better

80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students pass the course with a 74% or higher	80% of students pass the course with a 74% or higher
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better

80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better

80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better

80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
80% of students pass the test with a score of 74% or better	80% of students pass the test with a score of 74% or better
80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better

80% of students can perform the lab assignment with a grade of 74% or better	80% of students can perform the lab assignment with a grade of 74% or better
70%	80%
70%	80%
70%	80%
Success is achieved if students can individually perform their assigned assessment activity at 70% accuracy	70% is the minimum but the preferred would be 80%

Success is achieved if students can individually perform their assigned assessment activity at 70% accuracy	70% is the minimum but the preferred would be 80%
Success is achieved if students can individually perform their assigned assessment activity at 70% accuracy	70% is the minimum but the preferred would be 80%
Success is achieved if students can individually perform their assigned assessment activity at 70% accuracy	70% is the minimum but the preferred would be 80%
50% of students achieve 75% or better	50% of students achieve 75% or better
75% of students achieve 75% or better	75% of students achieve 75% or better
50% of students achieve 75% or better	50% of students achieve 75% or better

75% of students achieve 75% or better	75% of students achieve 75% or better
65% of students achieve 75% or better	65% of students achieve 75% or better
50% of students achieve 75% or better	50% of students achieve 75% or better
90% of students will demonstrate competence in assisting student learners.	100% of students will demonstrate competence in assisting student learners.
90% of students will demonstrate competence in assisting student learners.	100% of students will demonstrate competence in assisting student learners.
90% of students will demonstrate competence in assisting student learners.	100% of students will demonstrate competence in assisting student learners.
80% of students will achieve 70% of better on this assessment	80% of the students will achieve an 70% or better on this assessment
80% of the students will achieve an 70% or better on this assessment	80% of the students will achieve an 70% or better on this assessment
80% of the students will achieve an 70% or better on this assessment	80% of the students will achieve an 70% or better on this assessment
80% of the students will achieve an 70% or better on this assessment	80% of the students will achieve an 70% or better on this assessment

80% of the students will achieve an 70% or better on this assessment	80% of the students will achieve an 70% or better on this assessment
80% of students will achieve 70% of better on this assessment	80% of students will achieve 70% of better on this assessment
75% of all students will achieve a grade of 80% or better	75% of all students will achieve a grade of 80% or better
75% of all students will achieve an 80% or better on this assessment.	75% of all students will achieve an 80% or better on this assessment.
75% of all students will achieve 80% or better on this assessment	75% of all students will achieve 80% or better on this assessment
75% of students will achieve 80% or better on this assessment	75% of students will achieve 80% or better on this assessment
75% of students will achieve 80% or better on this assessment	75% of students will achieve 80% or better on this assessment
75% of students will achieve 80% of better on this assessment	75% of students will achieve 80% of better on this assessment

75% of students will achieve 80% or better on the exam	75% of students will achieve 80% or better on the exam
75% of students will achieve 80% or better on the exam	75% of students will achieve 80% or better on the exam
75% of students will achieve 80% or better on the exam	75% of students will achieve 80% or better on the exam
80% of students will achieve an 80% or better grade on this assessment	80% of students will achieve an 80% or better grade on this assessment
80% of students will achieve an 80% or better grade on this assessment	80% of students will achieve an 80% or better grade on this assessment
80% of all students will achieve 80% or better on this assessment	80% of students will achieve an 80% or better grade on this assessment
80% of students will achieve an 80% or better grade on this assessment	80% of students will achieve an 80% or better grade on this assessment

75% of students will achieve a grade of C or better on this assessment.	80% of students will achieve a grade of C or better on this assessment.
70% of students receive 70% or higher on this assignment	80% of students receive 70% or higher on this assignment

75% of class will earn at least a C	75% of class will earn at least a C
75% of students accomplish goal with at least a "C."	80% completion of task with at least a "C."
80% of students meet the goal with at least a "C."	100% of students meet the goal.
70% of students receive 70% or higher on this assignment	80% of students receive 70% or higher on this assignment

75% of Students will receive a C or better.	75% of Students will receive a C or better
70% - 80%	70% - 80%
70% - 80%	70% - 80%
70% of students should reach goal with at least a "C."	80% of students will reach the goal with at least a "C."
70% of students will receive at least a "C."	80% of students will receive at least a "C."
70% of students will receive at least a "C."	80% of students will receive at least a "C."

100% of students receive a "C" or better on the measurement tool.	100% of students receive a "C" or better on the measurement tool.
75% of students pass with a grade of C or better.	75% of students pass with a grade of C or better.
70% of students will meet the SLO.	80% of students will meet the SLO.
70% of students will meet SLO.	80% of students will meet SLO.
70% of students will meet SLO.	80% of students will meet SLO.
55% of students achieve 70%or higher on 42 SLO exam	60% of students achieve 70% or higher on 42 SLO exam
50% of students assessed meet the standard.	75% of students assessed meet the standard.

50% of students assessed meet the standard.	75% of students assessed meet the standard.
50% of students assessed meet the standard.	75% of students assessed meet the standard.
50% if students assessed meet the standard.	75% if students assessed meet the standard.
55% of students will answer 7 or more multiple choice questions correctly.	60% of students will answer 7 or more multiple choice questions correctly
50% of students assessed meet the standard.	75% of students assessed meet the standard.
50% of students assessed meet the standard.	75% of students assessed meet the standard.
50% of students assessed meet the standard.	75% of students assessed meet the standard.
50% of students assessed meet the standard	75% of students assessed meet the standard.
70%	80%
70%	80%

70%	80%
70%	80%
70%	80%
70%	80%
70%	80%
70%	80%
70%	80%
70%	80%
70%	80%
70%	80%
70%	80%

70%	80%
70% of students will achieve Acceptable on the assessment.	80% of students will achieve Acceptable on the assessment.
70% of students will achieve Acceptable on the assessment	
70% of students will achieve Acceptable on the assessment	80% of students will achieve Acceptable on the assessment
70% of students will achieve Acceptable on the assessment	80% of students will achieve Acceptable on the assessment
70%	80%
70%	80%
70%	80%
	70%

70%	80%
70% of students will achieve Acceptable for the assessment	80% of students will achieve Acceptable for the assessment
70% of students achieve Acceptable on the assessment	80% of students achieve Acceptable on the assessment
70% of students achieve Acceptable on the assessment	80% of students achieve Acceptable on the assessment
70% of students achieve Acceptable on the assessment	80% of students achieve Acceptable on the assessment
70% of students achieve Acceptable on the assessment	80% of students achieve Acceptable on the assessment
70% - "C" or better	80% - "B" or better
70% - "C" or better	80% - "B" or better
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%

70% will acheive C or better	80% will acheive C or better
80 percent of students should score a B grade, or better.	90 percent of students should score a B grade or better.
80 percent of students should score a B grade, or better.	95 percent should score a B grade, or better/
80 percent of students should be able to score a B grade or better on this mid-term test.	90 percent of students should be able to score a B grade or better on this mid-term test.

80% of students can demonstrate this.	90% of students can demonstrate this.
80% of students can demonstrate this.	90% of students can demonstrate this.
70%--C or better	80%--B or better
70 % will get a C or better	80% will get a B or better
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	
90%	100%
90%	100%

70%	80%
70%	80%
70%	80%
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	

A = Perform Offensive Motion without delay. B = Perform Offensive Motion with minimal delay. C = Perform Offensive Motion with some delay. D = Perform Offensive Motion with delay. F = No motion	A = Perform Offensive Motion without delay. B = Perform Offensive Motion with minimal delay. C = Perform Offensive Motion with some delay. D = Perform Offensive Motion with delay. F = No motion
A = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK without loss. B = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with minimal loss. C = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with some loss. D = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with loss. F= No understanding and loss	A = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK without loss. B = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with minimal loss. C = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with some loss. D = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with loss. F= No understanding and loss
A = Concentration, competition, communication and hardwork—from drill to drill and competition to competition without fail. B = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with minimal fail. C = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with some fail. D = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with fail. F = No understanding-Fail	A = Concentration, competition, communication and hardwork—from drill to drill and competition to competition without fail. B = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with minimal fail. C = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with some fail. D = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with fail. F = No understanding-Fail

Grade # of passes A = 90% or better 8+ B = 80 – 89% 6-7 C = 70 – 79% 4-5 D = 60 – 69% 2-3 F = 59 – 00% 0-1	Grade # of passes A = 90% or better 8+ B = 80 – 89% 6-7 C = 70 – 79% 4-5 D = 60 – 69% 2-3 F = 59 – 00% 0-1
Grade # of headers A = 90% or better 8+ B = 80 – 89% 6-7 C = 70 – 79% 4-5 D = 60 – 69% 2-3 F = 59 – 00% 0-1	Grade # of headers A = 90% or better 8+ B = 80 – 89% 6-7 C = 70 – 79% 4-5 D = 60 – 69% 2-3 F = 59 – 00% 0-1
Grade # of goals A = 90% or better 8+ B = 80 – 89% 6-7 C = 70 – 79% 4-5 D = 60 – 69% 2-3 F = 59 – 00% 0-1	Grade # of goals A = 90% or better 8+ B = 80 – 89% 6-7 C = 70 – 79% 4-5 D = 60 – 69% 2-3 F = 59 – 00% 0-1

Grade # balls in court
A = 90% or better 8+
B = 80 – 89% 6-7
C = 70 – 79% 4-5
D = 60 – 69% 2-3
F = 59 – 00% 0-1
	Grade # balls in court
	A = 90% or better 8+
	B = 80 – 89% 6-7
	C = 70 – 79% 4-5
	D = 60 – 69% 2-3
	F = 59 – 00% 0-1

Grade # balls in court
A = 90% or better 8+
B = 80 – 89% 6-7
C = 70 – 79% 4-5
D = 60 – 69% 2-3
F = 59 – 00% 0-1
	Grade # balls in court
	A = 90% or better 8+
	B = 80 – 89% 6-7
	C = 70 – 79% 4-5
	D = 60 – 69% 2-3
	F = 59 – 00% 0-1

Grade # balls in court
A = 90% or better 8+
B = 80 – 89% 6-7
C = 70 – 79% 4-5
D = 60 – 69% 2-3
F = 59 – 00% 0-1
	Grade # balls in court
	A = 90% or better 8+
	B = 80 – 89% 6-7
	C = 70 – 79% 4-5
	D = 60 – 69% 2-3
	F = 59 – 00% 0-1

70% - "C" or better	80% - "B" or better
70% - "C" or better	80% - "B" or better
Six uncontested shots based on ten shots.	Four uncontested shots based on ten shots.
A = Perform Offensive Motion with hard cuts/spacing/X-to-X passing/and constant motion without delay. B = Perform Offensive Motion with hard cuts/spacing/X-to-X passing/and constant motion with minimal delay. C = Perform Offensive Motion with hard cuts/spacing/X-to-X passing/and constant motion with some delay. D = Perform Offensive Motion with hard cuts/spacing/X-to-X passing/and constant motion with delay. F = No motion	A = Perform Offensive Motion with hard cuts/spacing/X-to-X passing/and constant motion without delay. B = Perform Offensive Motion with hard cuts/spacing/X-to-X passing/and constant motion with minimal delay. C = Perform Offensive Motion with hard cuts/spacing/X-to-X passing/and constant motion with some delay. D = Perform Offensive Motion with hard cuts/spacing/X-to-X passing/and constant motion with delay. F = No motion

A = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK without loss. B = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with minimal loss. C = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with some loss. D = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with loss. F= No understanding and loss.	A = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK without loss. B = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with minimal loss. C = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with some loss. D = Perform ball pressure, no middle penetration, contest all shots, no second shots, and BOOK with loss. F= No understanding and loss.
A = Concentration, competition, communication and hardwork—from drill to drill and competition to competition without fail. B = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with minimal fail. C = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with some fail. D = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with fail. F = No understanding-Fail	A = Concentration, competition, communication and hardwork—from drill to drill and competition to competition without fail. B = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with minimal fail. C = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with some fail. D = Concentration, competition, communication and hardwork—from drill to drill and competition to competition with fail. F = No understanding-Fail
A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion	A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion

A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion	A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion
A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion	A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion
A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion	A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion

A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion	A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion
A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion	A = Perform all of the basic skills during competition while in constant motion without delay. B = Perform all of the basic skills during competition while in constant motion with minimal delay. C = Perform all of the basic skills during competition while in constant motion with some delay. D = Perform all of the basic skills during competition while in constant motion with delay. F = No motion
80% - "B" or better	90% - "B" or better

80% - "B" or better	90% - "B" or better
80% - "B" or better	90% - "B" or better
80% - "B" or better	90% - "B" or better
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%

A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%
A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%	A = 90% or better B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 59 – 00%
80% - "B" or better	90% - "B" or better
80% - "B" or better	90% - "B" or better
70% of students will achieve a grade of C or better	80% of students will achieve a grade of C or better
70% of students will achieve a grade of C or better	80% of students will achieve a grade of C or better
70% of students will achieve a grade of C or better	80% of students will achieve a grade of C or better

70% of students will achieve a grade of C or better	80% of students will achieve a grade of C or better
70%	100%
70%	100%
N/A	N/A
N/A	N/A
75%	90%
70% of students will achieve a C or better for this measure.	80% of students will achieve a C or better for this measure.
70% of the students will achieve a C or better.	80% of the students will achieve a C or better.
70% of students will achieve a C or better.	80% of students will achieve a C or better.
70% of students will achieve a C or better.	80% of students will achieve a C or better.
70% of students.	>90% of students.
80%	95%
70% of students	>90% of students

A = 90% B = 80% C = 70% D = 60% F = Less than 60%	
A = 90% B = 80% C = 70% D = 60% F = Less than 60%	
70% on midterm meet criteria	80% on midterm exceed criteria
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
70% of the students will achieve 70% or better on exam	70% of the students will achieve 70% or better on exam

70% of the students will achieve 70% or better on exam	70% of the students will achieve 70% or better on exam
70% of the students will achieve 70% or better on exam	70% of the students will achieve 70% or better on exam
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
70% of all students will achieve 70% or better on this exam	70% of all students will achieve 70% or better on this exam
70% of all students will achieve 70% or better on this exam	70% of all students will achieve 70% or better on this exam
70% of all students will achieve 70% or better on this exam	70% of all students will achieve 70% or better on this exam
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better

70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
80% of all students will achieve 70% of better	80% of all students will achieve 70% of better
80% of all students will achieve 70% of better	80% of all students will achieve 70% of better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better

70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of the students will receive a grade of 70% or better	80% of the students will receive a grade of 70% or better
80% of the students will achieve 70% or better	80% of the students will achieve 70% or better
80% of the students will achieve 70% or better	80% of the students will achieve 70% or better
N/A	N/A
80% of the students will achieve 70% or higher	80% of the students will achieve 70% or higher
80% of the students will achieve 70% or higher.	80% of the students will achieve 70% or higher.
80 % of the students will achieve 70% or higher	80 % of the students will achieve 70% or higher
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better

70% of all students will achieve a grade of 70% or better	70% of all students will achieve a grade of 70% or better
80%	80%
80%	80%
80%	80%
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better

80%	80%
80%	80%
80%	80%
70% of students will pass the exam with a B or better.	80% of students will pass the exam with a B or better.
70% of students will pass the exam with a B or better.	80% of students will pass the exam with a B or better.
70% of students will pass the exam with a B or better.	80% of students will pass the exam with a B or better.
70% of students will pass the exam with a B or better.	80% of students will pass the exam with a B or better.
70% of students will pass the exam with a B or better.	80% of students will pass the exam with a B or better.
70% of students will pass the exam with a B or better.	80% of students will pass the exam with a B or better.

80% OF THE STUDENTS WILL ACHIEVE 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE 70% OR BETTER
80% of all students will achieve 70% or better	80% of all students will achieve 70% or better
80% of the students will achieve 70% or better	80% of the students will achieve 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve 70% or better	80% of all students will achieve 70% or better

80% of all students will achieve 70% or better	80% of all students will achieve 70% or better
80% of all students will achieve 70% or better	80% of all students will achieve 70% or better
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER
70% of students will pass the course with a score of 70% or better.	70% of students will pass the course with a score of 80% or better.
70% of students will pass the course with a score of 70% or better.	70% of students will pass the course with a score of 80% or better.
70% of students will pass the course with a score of 70% or better.	70% of students will pass the course with a score of 80% or better.
80% of the students will achieve a grade of 70% or better	80% of the students will achieve a grade of 80% or better
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 80% OR BETTER
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better
80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better

80% of all students will achieve a grade of 70% or better	80% of all students will achieve a grade of 70% or better

90% of students will achieve 70% or better.	100% of students will achieve 80% or better.
70% of the students will pass the course with a B or better	80% of the students will pass the course with a B or better
90% of the students will achieve 70% or better on final exam.	100% of students will achieve 80% or better.
70% of the students will pass this class with a B or better	80% of the students will pass this class with a B or better
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER
80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER	80% OF THE STUDENTS WILL ACHIEVE A GRADE OF 70% OR BETTER

70%	80%
70% of students passing meets the standard	80% of students and above passing exceeds the standard
70%	80%
70%	80%
50% of students score 60% or higher	70% of students score 60% or hight
50% score 60% or higher	70% score 60% or higher
50% score 60% or higher	70% score 60% or higher
50% get 60% or above	70% get 60% or above
70%	100%
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.

60% of students will submit a nutritional improvement plan.	70% of students will submit a nutritional improvement plan.
70% of students will receive a grade of C or better on this paper.	85% of students will receive a grade of C or better on this paper.
70% of students will achieve a C or better.	80% of students achieve a C or better.
70% of students passing meets the standard	80% of students passing meets the standard
70%	80&
70%	80%

70%	80%
70% of students passing meets the standard	80% of students and above passing exceeds the standard
70% of students passing meets the standard	80% of students passing meets the standard
70% of students will demonstrate proficiency.	80% of students will demonstrate proficiency.
70% of students will demonstrate proficiency.	80% of students will demonstrate proficiency.
70% of students will achieve this outcome	80% of students will achieve this outcome.
70% of students will successfully complete this outcome	80% of students will successfully complete this outcome
70%	80%

70% of students passing	80% of students passing
70% of students passign	80% of students passing
70% of students achieved a grade of 70% or better	70% of students achieved a grade of 70% or better
70% of students achieved a grade of 70% or better	70% of students achieved a grade of 70% or better
70% of students achieved a grade of 70% or better	70% of students achieved a grade of 70% or better
70% of students will achieve 70% or better on this assessment	70% of students will achieve 70% or better on this assessment
70% of students will achieve 70% or better on this assessment	70% of students will achieve 70% or better on this assessment
70% of students will achieve 70% or better on this assessment	70% of students will achieve 70% or better on this assessment
70% of students achieved a grade of 70% or better	70% of students achieved a grade of 70% or better
70% of students achieved a grade of 70% or better	70% of students achieved a grade of 70% or better
70% of students achieved a grade of 70% or better	70% of students achieved a grade of 70% or better
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.

80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.Spring 2015
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% of students will satisfy the outcome.	90% of students will satisfy the outcome.
70% or higher	80% or higher
75% or higher scores on projects	85% or higher scores on projects

Goal is to increase the number of weeks students are involved in learning online research program. 4 weeks of 16 weeks.	8 weeks
70% of students will achieve a 70% or better on this SLO.	80% of students will achieve a 70% or better on this SLO.
80% of students completing at 70% or higher on writing projects	90% of students completing at 70% level on writing projects.
70% of students will score 70% or higher on writing projects	80% of students will score 70% or higher on writing projects
70% or higher number of students operating @ 70% or higher	90% or higher number of students operating @ 70% or higher
70% of students will score 70% or higher in final exam.	80% of students will score 80% or higher in final exam.

70% of students will achieve a 70% or better on the SLO.	90% of students will achieve a 70% or better on the SLO.
70% students will complete at least 3 projects with grade C or better.	80% of students will complete at least 3 project with grade C or better.
70% of students will achieve a 70% or better on 3 projects.	80% of students will achieve a 70% or better on 3 projects.
70% of students will complete at least 3 family law interviews with grade C (70%) or better.	80% students will complete at least 3 family law interviews with grade C (70%) or better.
Number of students making 70% or higher	70% of students will score 70% or higher
70% of students will score a 70% or more on the SLO.	80% of students will score a 80% or more on the SLO.
70% of students scoring 70% or higher	80% of students scoring 70% or higher
80% of students scoring 70 or higher on presentation	95% of students scoring 70 or higher on presentation
70% of students assessed at or above 70%	80% of students assessed at or above 70%
70% of students at 70% or higher grade level.	95% of students at 70% or higher grade level

70% of students will achieve a 70% or greater.	85% of students will achieve a 70% or greater.
70% of students will score a 70% or better on this assignment.	85% of students will score a 70% or better on this assignment.
70% of students will achieve a 70% or higher on this assignment.	85% of students will achieve a 70% or higher on this assignment.
N/A	N/A
30 points earned out of a possible 50	30 points earned out of a possible 50
70% of students will answer this question correctly.	80% of students will answer this question correctly.
70% of students will answer this question correctly.	80% of students will answer this question correctly.
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment

80% of students will achieve a score of 70% or better on this assessment	90% of students will achieve a score of 70% or better on this assessment
N/A	N/A
70%	70%

70%	70%

70%	70%
70%	70%

70%	70%
70% of students are proficient (70%) or better on assessment.	80% of students are proficient (70%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	80% of students are proficient (80%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	80% of students are proficient (70%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	80% of students are proficient (70%) or better on assessment.
70%	70%
70%	70%
70%	70%
70%	70%

70%	70%
70%	70%
70%	70%
70%	70%
70%	70%
70%	70%

70%	70%
70% of students will know how to correctly complete the exam questions targeted at this SLO.	70% of students will know how to correctly complete the exam questions targeted at this SLO.
70% of students will know how to correctly complete the exam questions targeted at this SLO.	70% of students will know how to correctly complete the exam questions targeted at this SLO.

70% of students will know how to correctly complete the exam questions targeted at this SLO.	70% of students will know how to correctly complete the exam questions targeted at this SLO.
Seventy percent of students are proficient (70%) or better on assessment.	Eighty percent of students are proficient (80%) or better on assessment.
Seventy percent of students are proficient (70%) or better on assessment.	Eighty percent of students are proficient (80%) or better on assessment
Seventy percent of students are proficient (70%) or better on assessment.	Eighty percent of students are proficient (80%) or better on assessment
70%	70%
70%	70%
70%	70%

70%	70%
70%	70%
70% or better	70% or better
70% or better	70% or better
70% or better	70% or better
70% or better	70% or better
70% or better	70% or better

70% of students are proficient (70%) or better on assessment.	70% of students are proficient (80%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	70% of students are proficient (80%) or better on assessment.

70% of students are proficient (70%) or better on assessment.	70% of students are proficient (80%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	70% of students are proficient (80%) or better on assessment.
70%	70%

70%	70%
70%	70%
70%	70%
70%	70%
70%	70%

70%	70%
70% of students are proficient (70%) or better on assessment.	70% of students are proficient (70%) or better on assessment.
70% of students are proficient (70%) or better on assessment	70% of students are proficient (70%) or better on assessment
70% of students are proficient (70%) or better on assessment	70% of students are proficient (70%) or better on assessment

70% of students are proficient (70%) or better on assessment.	70% of students are proficient (70%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	70% of students are proficient (70%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	70% of students are proficient (70%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	70% of students are proficient (70%) or better on assessment.

70% of students are proficient (70%) or better on assessment.	70% of students are proficient (70%) or better on assessment.
70% of students are proficient (70%) or better on assessment.	70% of students are proficient (70%) or better on assessment.
70%	70%

70%	70%
70%	70%
70%	70%

70%	70%

70%	70%

70%	70%

70%	70%
70%	70%

70%	70%
70%	70%
70%	70%
70%	70%

70%	70%
70%	70%
70%	70%
70%	70%
70% of students will achieve a grade of C or better	100% of students will achieve a grade of C or better

70% of students taking the state exam will pass and be licensed	90% of students will pass
70% of students achieve a grade of C or better	100% of students achieve a grade of C or better
Rating of competent in all areas	Rating of competent in all areas
70% of students achieve a grade of C or better	100% of students achieve a grade of C or better
70% of students achieve a grade of C or better	100% of students achieve a grade of C or better
70% of students who take the exam will pass	100% of students who take the exam will pass
70% of students will achieve an overall rating of competent or better	100% of students will achieve an overall rating of competent or better

70% of students will complete the project on time and meet all specifications	100% of students will complete the project on time and meet specifications
70% of students achieve a grade of C or better	100% of students achieve a grade of C or better
70% of students achieve a grade of C or better	100% of students achieve a grade of C or better
All students will receive a written performance evaluation during the semester	All students will receive two written performance evaluations during the semester
70% of students who take the exams will pass	100% of students who take the exams will pass
70% of students achieve a grade of C or better	100% of students achieve a grade of C or better
70% of students will identify all unknowns correctly	100% of students will identify all unknowns correctly
70% of students will achieve a grade of C or better	100% of students will achieve a grade of C or better
80% of students correctly identify unknowns	100% correctly identify unknowns
Minimum 70% score on Labcorp mandatory safety Quiz	100% Correct
Minimum 70% average score	100% on all quizzes
70% of results agree within acceptable limits	100% of results agree within acceptable limits
70% or greater score	100%

Understanding demonstrated to satisfaction of supervisor	Same
70% agreement within established limits	100% agreement
70% or greater correct responses	100% correct responses
Recommended grade of C or better by section supervisor.	100 % of students will receive a grade of B or better.
Overall score of 70% or better	Overall score of 90% or better
90% agreement between student result and routine samples	100% agreement
70% or greater correct responses	100% correct responses
All students are rated competent by the lead or supervisor	Same
70% or greater correct responses	100% correct responses
All students are competent in quality control systems for the department	Same
70% at C or better	80% at B or better
70% of students will meet outcome	80% of students will meet outcome
70% of students will achieve a C or better	70% of students will achieve a B or better
70% @ C or better	80% @ B or better
70% at grade C or better	80% at grade B or better

70% at C grade or better	80% at B grade or better
70% at C grade level or better	80% at B grade level or better
70% grade C or better	80% grade B or better
70% grade C or better	80% grade B or better
70% grade C or better	80% grade B or better
70% grade C or better	80% grade B or better
70% C or better	80% B or better
70% at grade C or better	80% at grade B or better
70% at grade C or better	80% at grade C or better
70% of students will complete SLO with C or better	80% of students will complete SLO with B or better.
70% grade C or better	80% grade C or better
C or better on final grade	B or better on final grade
C or better on final grade	B or better on final grade
C or better final grade	B or better final grade

70% C or better	80% B or better
70% C or better	80% B or better
70% will complete the SLO.	80% will complete the SLO.
70% at grade of C or better	80% at grade of B or better
80% at C or better	70% at B or better
80% at C or better	70% at B or better
80% at C or better	70% at B or better
80% at C or better	70% at B or better
80% at C or better	70% at B or better
80% at C or better	70% atB or better
70% at grade C or better	80% at grade B or better
70% at grade C or better	80% at grade B or better

70% at grade C or better	80% at grade B or better
70% or above	90% or above
70% or above	90% or above
70% or above	90% or above
70%	90% or above
70%	90%
70%	90%
70%	90%
70	90

70% or above	90% or above
70% or above	90% or above
70% or above	85% or above
70%	90%
70%	90%
70%	90%
70%	90%

75%	90%
75%	90%
70% will identify at least 5 obstacles	90% will identify at least 5 obstacles
70% will identify their goals	90% will identify their goals
70% will demonstrate an understanding of self in relation to others, differences in respect to others, areas of strength and growth	90% will demonstrate an understanding of self in relation to others, differences in respect to others, areas of strength and growth
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70 % or better	70% of students will achieve 80% or better
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.

80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better	70% of students will achieve 80% or better
80% of students will achieve 70% or better	70% of students will achieve 80% or better
80% of students will achieve 70% or better	70% of students will achieve 80% or better
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
80% of students will achieve 70% or better.	70% of students will achieve 80% or better.

80% of students will achieve 70% or better.	70% of students will achieve 80% or better.
50% score 60% or higher	70% score 60% or higher
50% score 60% or higher	70% score 60% or higher
50% score 60% or higher	70% score 60% or higher
50% score 60% or higher	70% score 60% or higher
50% score 60% or higher	70% score 60% or higher
50% score 60% or higher	70% score 60% or higher
50% score 60% or higher	70% score 60% or higher
50% of students score 70% or higher	65%
50% of students get a score of 65%	70% of students get a score of 65%
More than half of the students, who have attempted the exam question, will achieve a score of 65% or higher.	65%

More than half of the students, who have attempted the exam question, will achieve a score of 65% or higher.	65% of students will achieve a score of 65% or higher
More than 50% of the students pass the slo with a score of 65% or higher.	More than 80% of the students pass the slo with a score of 65% or higher.
More than half of the students, who have attempted the exam question, will achieve a score of 65% or higher.	66%
More than half of the students, who have attempted the exam question, will achieve a score of 65% or higher.	65%
66%	66%
70%	80%
70%	80%
70%	80-%
70%	80%
N/A	N/A
70% will achieve a C or better.	80% will achieve a C or better
70% will achieve a C or better.	80% will achieve a C or better.

70% will achieve a C or better.	80% will achieve a C or better.
70% will achieve a C or better.	80% will achieve a C or better.
70%	80%
70%	80%
70% of students will achieve a 'C' or better	80% of students will achieve a 'C' or better
70% will achieve a C or better.	80% will achieve a C or better.
70% will achieve a C or better.	80% will achieve a C or better.
More than 70% of students achieve a 'C' or higher on SLO assessment	More than 80% of students achieve a 'C' or higher on SLO assessment
70% of students achieve a 'C' or higher on SLO assessment	80% of students achieve a 'C' or higher on SLO assessment
70% of students earn a 'C' or higher on the SLO assessment	80% of students earn a 'C' or higher on the SLO assessment
70% will achieve a C or better.	80% will achieve a C or better.

70% will achieve a C or better.	80% will achieve a C or better.
70% will achieve a C or better.	80% will achieve a C or better.
70% will achieve a C or better.	80% will achieve a C or better.
70% will achieve a C or better.	80% will achieve a C or better.
70%	80%
70% will achieve a C or better.	80% will achieve a C or better.
70% will achieve a C or better.	80% will achieve a C or better.
70% will achieve a C or better.	80% will achieve a C or better
70% will achieve a C or better.	80% will achieve a C or better.
70% will achieve a C or better.	80% will achieve a C or better.
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment	80% of students will achieve a score of 70% or better on this assessment

60% of students will achieve a score of 70% or better on this assessment.	80% of students will achieve a score of 70% or better on this assessment.
60% of students will achieve a score of 70% or better on this assessment.	80% of students will achieve a score of 70% or better on this assessment.
60% of students will achieve a score of 70% or better on this assessment.	80% of students will achieve a score of 70% or better on this assessment
60% of students will achieve a score of 70% or better on this assessment.	80% of students will achieve a score of 70% or better on this assessment.

60% of students will achieve a score of 70% or better on this assessment.	80% of students will achieve a score of 70% or better on this assessment.
60% of students will achieve a score of 70% or better on this assessment.	80% of students will achieve a score of 70% or better on this assessment.

70% of students will satisfy the requirements of the assessment	80% of students will satisfy the requirements of the assessment
70% of students will satisfy the requirements of the assessment	80% of students will satisfy the requirements of the assessment
70% of students will meet the requirements of the assessment	80% of students will meet the requirements of the assessment

70% of students will satisfy the requirements of the assessment	80% of students will satisfy the requirements of the assessment
70% of students will meet the requirements of the assessment	80% of students will meet the requirements of the assessment
75% of the students will receive at least a "C" or better.	80% of the students will receive at least a "C" or better.
75% of the students will receive at least a "C" or better.	80% of the students will receive at least a "C" or better.

75% of the students will receive at least a "C" or better.	80% of the students will receive at least a "C" or better.
70%	75%

75% of the students will receive at least a "C" or better.	80% of the students will receive at least a "C" or better.
at least a "C" or better	at least a "C" or better
70% of students receive a passing grade (70%) on assessments.	80% of students receive a passing grade (70%) on assessments.
70% of students receive a passing grade (70%) on assessments.	80% of students receive a passing grade (70%) on assessments.
70% of students receive a passing grade (70%) on assessments.	80% of students receive a passing grade (70%) on assessments.

70% of students will achieve a 70% on the assessment.	70% of students will achieve a 70% on the assessment.
70% of students will achieve a 70% on assessment	70% of students will achieve a 70% on assessment

Timeline	Key/Responsible Personnel
By Spring 2017	Dawn Diskin
By Spring 2017	Faculty lead Alan Viersen Dawn Diskin
Spring 2017	Alan Viersen and Dawn Diskin
Spring 2017	Lead Accounting Instructor Alan Viersen
By Spring 2017	Alan Viersen
Spring 2017	Alan Viersen
Spring 2017	Alan Viersen
Spring 2017	Alan Viersen
Spring 2017	Alan Viersen
Spring 2015	Susan Noble

Spring 2015	Susan Noble
Spring 2016	Audrey Voyles
Spring 2016	Audrey Voyles
Spring 2016	Audrey Voyles
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
TBD	TBD
TBD	TBD
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff

TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD

Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
TBD	TBD
POST-mandated course duration.	Designated POST Director or Coordinator
POST-mandated Assessment	Designated POST Director or Coordinator
POST-mandated Assessment	Designated POST Director or Coordinator
POST-mandated Assessment	Designated POST Director or Coordinator

POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator

POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
Ongoing	AJ Staff
Ongoing	AJ Staff
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator

POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
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POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
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POST-mandated assessment cycle	Designated POST Director or Coordinator
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POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator

POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
POST-mandated assessment cycle	Designated POST Director or Coordinator
Fall 2015 - Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez

Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
Fall 2015-Spring 2018	Laura Gonzalez
	Alley
	Alley
	Alley
	Josh Alley
	Josh Alley
	Josh Alley
	Josh Alley

	Josh Alley
	Josh Alley
	Josh Alley
	Josh Alley
	Josh Alley
	Josh Alley
	Josh Alley
ongoing	Jessica McCambly (discipline lead) + Adjunct Instructor assigned to the course
ongoing	Jessica McCambly (discipline lead) + Adjunct Instructor assigned to the course

Spring 2015	Rex Heftmann, Bob Fritsch
ongoing	Deirdre Coppedge
ongoing	DeeDee Coppedge
ongoing	Jessica McCambly
Ongoing	Jessica McCambly
Ongoing	Jessica McCambly

Ongoing	Jessica McCambly
ongoing	Jessica McCambly
ongoing	Jessica McCambly
ongoing	Jessica McCambly

ongoing	Jessica McCambly
ongoing	Jessica McCambly
ongoing	Jessica McCambly
ongoing	Jessica McCambly

ongoing	Jessica McCambly
ongoing	DeeDee Coppedge + Adjunct Instructor assigned to the course
ongoing	DeeDee Coppedge + Adjunct Instructor assigned to the course
ongoing	DeeDee Coppedge + Adjunct Instructor assigned to the course
ongoing	DeeDee Coppedge + Adjunct Instructor assigned to the course
ongoing	Deirdre Coppedge
ongoing	Deirdre Coppedge
ongoing	Deirdre Coppedge

ongoing	Jessica McCambly
ongoing	Jessica McCambly
ongoing	Jessica McCambly
ongoing	Jessica McCambly
	DeeDee Coppedge

	DeeDee Coppedge
	DeeDee Coppedge
ongoing	Jessica McCambly
ongoing	DeeDee Coppedge
Spring 2015	Rex Heftmann, Bob Fritsch

Fall 2016	Jae Calanog
Spring 2015	Sadayoshi Okumoto
2018	051T Faculty
2018	051T Faculty
2018	051T Faculty

2018	056T Faculty
2018	056T Facutly
2018	061T Faculty
2018	061T Faculty
2018	061T Faculty
2018	062T Faculty
2018	062T Faculty
2018	062T Faculty
2018	062T Faculty
2018	065T Faculty
2018	065T Faculty
2018	065T Faculty
2018	067T Faculty
2018	067T Faculty
2018	067T Faculty
2018	067T Faculty

2018	069T faculty
2018	069T Faculty
2018	069T Faculty
2018	072T Faculty
2018	072T Faculty
2018	072T Faculty
2018	074T Faculty
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2018	074T Faculty
2018	076T Faculty
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2018	076T Faculty
2018	078T Faculty
2018	078T Faculty
2018	078T Faculty
2018	078T Faculty

2018	Auto 053 Faculty.
2018	Auto 053 Faculty.
2018	Auto 053 Faculty.
2015	Auto 056 Faculty
2015	Auto 056 Faculty
2015	Auto 056 Faculty
2015	Auto 061 faculty
2015	Auto 061 Faculty
2015	Auto 061 Faculty
2015	Auto 062 Faculty
2015	Auto 062 Faculty.
2015	Auto 062 Faculty.
2015	Auto 065 Faculty.
2015	Auto 065 Faculty.
2015	Auto 065 Faculty.

2015	Auto 065 Faculty.
2015	Auto 067 Faculty.
2015	Auto 067 Faculty.
2015	Auto 067 Faculty.
2015	Auto 069 Faculty.
2015	Auto 069 Faculty.
2015	Auto 069 Faculty.
2015	Auto 072 Faculty.
2015	Auto 072 Faculty.
2015	Auto 072 Faculty.
2015	Auto 072 Faculty.
2015	Auto 074 Faculty.
2015	Auto 074 Faculty.

2015	Auto 074 Faculty.
2015	Auto 076 Faculty.
2015	Auto 076 Faculty.
2015	Auto 076 Faculty.
2015	Auto 076 Faculty.
2015	Auto 078 Faculty.
2015	Auto 078 Faculty.
2015	Auto 078 Faculty.
2015	Auto 078 Faculty.
2018	086 Faculty
2018	086 Faculty
2018	086 Faculty
2018	086 Faculty

Semester	AVIA Faculty

Semester	AVIA Faculty

Semester	AVIA Faculty

Semester	AVIA Faculty

Semester	AVIA Faculty

Semester	AVIA Faculty

Semester	AVIA Faculty
Semester	AVIA Faculty
Semester	AVIA Faculty
Semester	AVIA Faculty

Semester	D. Richardson; M. Moore

Semester	D. Richardson; M. Moore
Semester	AVIA Faculty

Semester	AVIA Faculty
Semester	AVIA Faculty

Semester	AVIA Faculty
Semester	AVIA Faculty

Semester	AVIA Faculty
Semester	AVIA Faculty
Semester	AVIA Faculty

Semester	AVIA Faculty
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Semester	AVIA Faculty
Semester	AVIA Faculty

Semester	AVIA Faculty
Semester	AVIA Faculty

Semester	AVIA Faculty
Semester	AVIA Faculty

Semester	AVIA Faculty
Semester	AVIA Faculty

Semester	Pink/Buser
Semester	Pink/Buser

Semester	Pink/Buser
Semester	Pink/Buser

Semester	Pink/Buser
Semester	Pink/Buser

Semester	Pink/Buser
Semester	Clemens/Buser

Semester	Clemens/Buser
Semester	Clemens/Buser

Semester	p. chlapecka
Semester	p. chlapecka
Semester	p.chlapecka

Semester	p. chlapecka
Semester	p. chlapecka
Semester	p. chlapecka

Semester	p. chlapecka w. north
Semester	p. chlapecka w. north
Semester	p. chlapecka
Semester	p. chlapecka

Semester	p. chlapecka
Semester	p. chlapecka
Semester	p. chlapecka

Semester	p. chlapecka
Semester	p. chlapecka w. north
Semester	p. chlapecka w. north
Semester	p. chlapecka

Semester	p. chlapecka
Semester	m. sims

Semester	m. sims
Semester	p. chlapecka
Semester	p. chlapecka

Semester	p. chlapecka
Semester	p. chlapecka

Semester	Bosselman

Semester	Bosselman

Semester	Bosselman

Semester	Bosselman

Semester	l. pink w. north

Semester	North/Buser

Semester	North/Buser
Semester	North/Pink

Semester	North/Pink
Semester	m. moore
Semester	w. north m. sims s. prokop l. bosselman

Semester	l. pink w. north

Semester	North/Buser

Semester	North/Buser
Semester	North/Pink

Semester	North/Pink
Semester	Bosselman

Semester	Bosselman
Semester	Bosselman/North/Buser/Vallejo

Semester	Bosselman/North/Buser/Vallejo
Semester	Bosselman

Semester	Bosselman
Semester	Bosselman/North/Buser/Vallejo

Semester	Bosselman/North/Buser/Vallejo
Semester	w. north c. keller s. seabaugh
Semester	w. north m. burks m. albert s. prokop
Semester	w. north m. burks m. albert s. prokop
Semester	w. north c. keller s. seabaugh
Semester	w. north m. burks m. albert s. prokop

Semester	w. north m. burks m. albert s. prokop
Initial course offering Summer 2017 203 73347 F 16:30 – 1940 S 09:00 – 12:00	P. Chlapecka
Initial course offering Summer 2017 204 73354 F 19:50 – 23:00 S 12:10 – 15:10	P. chlapecka
When there is fte to offer course	p. chlapecka
When there is fte to offer course	p. chlapecka

Semester	Bosselman/North

Semester	Bosselman/North

Semester	Bosselman/North

Semester	Bosselman/North
Semester	Bosselman/North

Semester	Bosselman/North
Semester	Bosselman/North/Buser/Vallejo/Hickman
Semester	Bosselman/North/Buser/Vallejo/Hickman
Semester	Bosselman/North/Buser/Vallejo/Hickman
Semester	Bosselman/North/Buser/Vallejo/Hickman

Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK 102 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK 102 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK 104 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK 104 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK 104 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK 104 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty

Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BANK faculty
	BIOL 100 faculty
	BIOL 100 faculty
Fall 2014	BIOL 107 faculty; Dr. Flower as lead
Spring 2014	BIOL 107 faculty

Spring 2014	BIOL 107 faculty
*add semesters	BIOL 115 faculty; Prof. A. Lowe as Lead
Every semester the course is offered in fall and spring	BIOL 130 teaching faculty
Every semester the course is offered in fall and spring	BIOL 130-teaching faculty

	BIOL 132 faculty
	BIOL 133 faculty
	BIOL 134 faculty
Three-year cycle.	Kevin Petti
Three-year cycle.	Kevin Petti
2015-2016	Faculty for Microbiology courses: L. Murphy, D. Trubovitz, C. Wagner, and S. Tamrakar
	Micro faculty- lead Laura Murphy

Assessment will be administered to all students in all offered sections from Fall 2015 - Fall 2017.	Buran Haidar: BIOL 210A lead faculty
Assessment will be administered to all students in all offered sections from Fall 2015 - Fall 2017.	Buran Haidar: BIOL 210A lead faculty
Assessment will be administered to all students in all offered sections from Fall 2015 - Fall 2017.	Buran Haidar: BIOL 210A lead faculty

Assessment will be administered to all students in all offered sections from Fall 2015 - Fall 2017.	Buran Haidar: BIOL 210A lead faculty
Assessment will be administered to all students in all offered sections from Fall 2015 - Fall 2017.	Buran Haidar: BIOL 210A lead faculty
three year cycle	BIOL 210B faculty: Patricia Flower and Andrew Lowe
three year cycle	BIOL 210B faculty: Patricia Flower and Andrew Lowe
	BIOL 230 faculty

A full term semester	BIOL 231 faculty
Three-year cycle.	Kevin Petti
Three-year cycle	Kevin Petti
Three-year cycle	Kevin Petti
Three-year cycle	Kevin Petti
	BIOL 235 faculty
three year cycle	Becca Bowers-Gentry
Spring 2015	Bob Fritsch, Mychal Odum
Spring 2015	Bob Fritsch, Mychal Odum
Spring 2015	Bob Fritsch, Mychal Odum

Spring 2015	Bob Fritsch, Mychal Odum
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 100 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 100 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 100 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 101 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 101 faculty

Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 101 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 115 faculty.
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 115 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 115 faculty.
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 115 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 119 instructors.
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 119 instructors.

Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 119 instructors.
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 119 instructors
Assessment in 2015-18 SLO cycle.	BUSE 120 instructors.
Assessment in 2015-18 SLO cycle.	BUSE 120 instructors.
Assessment in 2015-18 SLO cycle.	BUSE 120 instructors.
Assessment in 2015-18 SLO cycle.	BUSE 120 instructors.

Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 140 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 140 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 140 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 150 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	BUSE 150 faculty
Periodic assessment during 2015-18 SLO cycle.	BUSE 155 faculty
Periodic assessment during 2015-18 SLO cycle.	BUSE 155 faculty
Periodic assessment during 2015-18 SLO cycle.	BUSE 155 faculty

Periodic assessment during 2015-18 SLO cycle.	BUSE 155 faculty
Periodic assessment during 2015-18 SLO cycle.	BUSE 155 faculty
Periodic assessment during 2015-18 SLO cycle.	BUSE 157 faculty
Periodic assessment during 2015-18 SLO cycle.	BUSE 157 faculty
Periodic assessment during 2015-18 SLO cycle.	BUSE 157 faculty
Periodic assessment during 2015-18 cycle	BUSE faculty
Periodic assessment during 2015-18 cycle.	BUSE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty

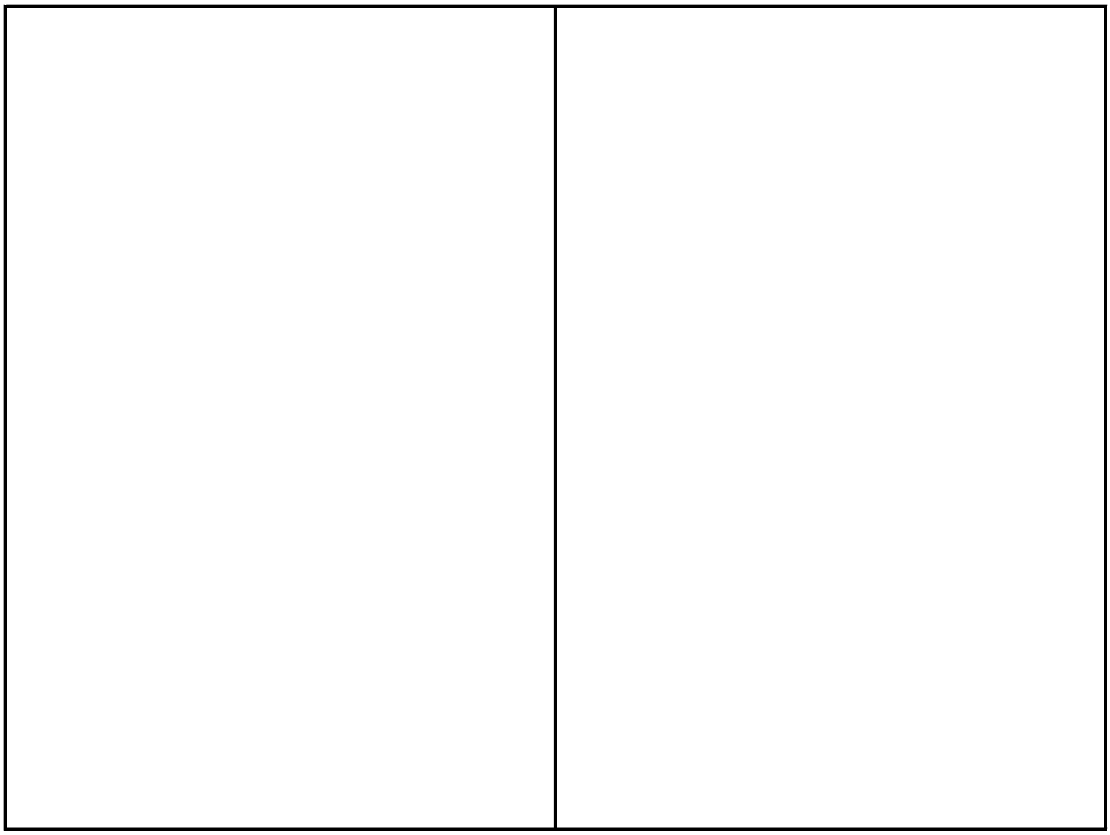
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
Spring 2018	Faculty assigned to the course.
By spring 2018	CBTE faculty
Spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty

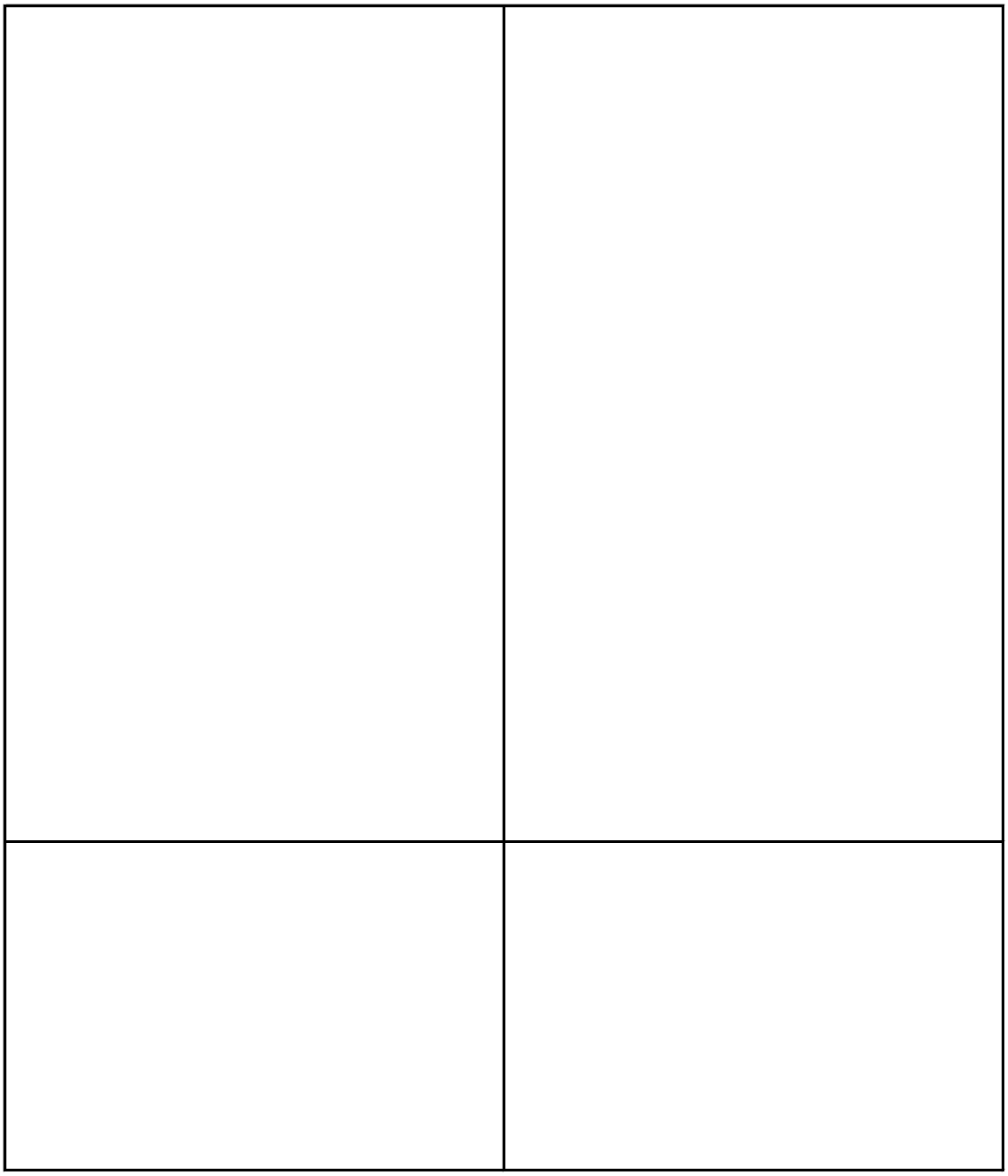
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty
By spring 2018	CBTE faculty

By spring 2018	CBTE faculty
Fall 2015	F. Garces
Fall 2016-Spring 2017	Cynthia Gilley

To be developed we have just started offering this class.	Lead faculty
2016-2017	Lead and current faculty with Chairperson
Spring 2016-Fall 2017	Rebecca Bowers-Gentry
	Rebecca Bowers-Gentry
	Rebecca Bowers-Gentry

	Rebecca Bowers-Gentry





Fall 2016	
Fall 2016	
	Namphol Sinkaset, Fred Garces, Gary Smith
	Fred Garces, Namphol Sinkaset, Gary Smith

Fall 2015 through Spring 2017 (Partially assessed)	Cynthia Gilley
Fall 2016-Fall 2017	Cynthia Gilley
Fall 2016-Fall 2017	Cyndie Gilley
Spring 2015	Cynthia Gilley and Linda Woods
Fall 2016 - Spring 2017	Cyndie Gilley

Spring 2015	Fred O. Garces
Spring 2017	Namphol Sinkaset and Rebecca Bowers-Gentry
	FACULTY
	FACULTY

	Patricia Hunter
	Patricia Hunter
	FACULTY
	Patricia Hunter
	Patricia Hunter

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	Patricia Hunter
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	Patricia Hunter
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	Patricia Hunter
	Patricia Hunter

	Patricia Hunter
Fall 2014	Faculty assigned to the course
Fall 2014	Faculty assigned to the course
Fall 2014	Faculty assigned to the course
Fall 2014	Faculty assigned to course
Fall 2014	Faculty assigned to the course
Fall 2014	Faculty assigned to the course
Fall 2014	Faculty assigned to the course
Fall 2014	Faculty assigned to the course

Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	

Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	
NA	
Spring 2015	Bob Fritsch, Kathleen MCCord
Spring 2015	Bob Fritsch, Kathleen MCCord
Spring 2015	Bob Fritsch, Kathleen MCCord
Spring 2015	Bob Fritsch, Kathleen MCCord
	Diesel Technology Instructors.

	Diesel Technology Instructors
	Diesel Technology Instructors
Spring 2012	Diesel technology faculty
Spring 2012	Diesel Technology Faculty
Spring 2012	Diesel Technology Faculty
During the regular SLO cycle.	Diesel course teaching faculty.

During the regular SLO cycle.	Diesel teaching faculty.
As soon as possible.	Diesel Faculty responsible for teaching course.
As soon as possible.	Diesel Faculty responsible for teaching course.
As soon as possible.	Diesel Faculty responsible for teaching course.
As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.
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As soon as possible.	Diesel Faculty responsible for teaching course.

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As soon as possible.	Diesel Faculty responsible for teaching course

As soon as possible.	Diesel Faculty responsible for teaching course
As soon as possible	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.
Next assessment will occur at the next teaching cycle.	Diesel Faculty responsible for teaching course.

Next assessment will occur at the next teaching cycle.	Diesel Faculty responsible for teaching course.

Next assessment will occur at the next teaching cycle.	Diesel Faculty responsible for teaching course.
As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.
As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course

As soon as possible.	Diesel Faculty responsible for teaching course.
Next assessment will occur at the next teaching cycle	
Next assessment will occur at the next teaching cycle	
Next assessment will occur at the next teaching cycle	

As soon as possible.	Diesel Faculty responsible for teaching course.
As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.
As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.

As soon as possible.	Diesel Faculty responsible for teaching course.
Next assessment will occur at the next teaching cycle	
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Next assessment will occur at the next teaching cycle	

Next assessment will occur at the next teaching cycle	
	Teaching Faculty
	Teaching Faculty.
	Teaching Faculty
on-going	DSPS 21 instructor

on-going	DSPS 21 instructor
on-going	DSPS 21 instructor
on-going	DSPS 21 instructor
Spring 2015	Economics 120 faculty lead Otto Dobre
Spring 2015	Economics 120 lead faculty Otto Dobre
Spring 2015	Economics 120 lead faculty Otto Dobre

Spring 2015	Economics 121 faculty lead Otto Dobre
Spring 2015	Economics 121 faculty lead Otto Dobre
Spring 2015	Economics 121 faculty lead Otto Dobre
On going	Ed 100 Instructor Faculty Coordinator of The PLACe Math and English Liaisons Other Content area faculty, as needed
On going	Ed 100 Instructor Faculty Coordinator of The PLACe Math and English Liaisons Other Content area faculty, as needed
On going	Ed 100 Instructor Faculty Coordinator of The PLACe Math and English Liaisons Other Content area faculty, as needed
Fall 2016 -Fall 2017 Reporting	EMGM 105 faculty under the supervision of Mary Kjartanson
Fall 2016 -Fall 2017 Reporting	EMGM 105 faculty with Mary Kjartanson as lead
Fall 2016 -Fall 2017 Reporting	EMGM 105 faculty with Mary Kjartanson as lead
Fall 2016 -Fall 2017 Reporting	EMGM 105 faculty with Mary Kjartanson as lead

Fall 2016 -Fall 2017 Reporting	EMGM 105 faculty with Mary Kjartanson as lead
Fall 2016 -Fall 2017 Reporting	EMGM 105 faculty with Mary Kjartanson as lead
Fall 2016 to Fall 2017	Course faculty with Mary Kjartanson as lead
Fall 2016 to Fall 2017	Faculty, with Mary Kjartanson as lead
Fall 2016 to Fall 2017	Faculty, with Mary Kjartanson as lead.
Spring 2018	Mary Kjartanson
Spring 2018	Mary Kjartanson
Spring 2018	Mary Kjartanson

Spring 2018	Mary Kjartanson
Spring 2018	Mary Kjartanson
Spring 2018	Mary Kjartanson
Fall 2016 - Fall 2017	Mary Kjartanson as lead instructor
Fall 2016 - Fall 2017	Mary Kjartanson will act as lead
Fall 2016 - Fall 2017	Mary Kjartanson will act as lead
Fall 2016 - Fall 2017	Mary Kjartanson will act as lead

Professors will provide students a two-week time period for the completion of the assignment. The assignment should be turned in by the last week of the semester.	105 Instructor

Spring 2015	Department faculty
	210 Instructor

	215 Instructor
	216 Instructor
	Transfer Level English Area Lead
	Transfer Level English Area Lead
Spring 2017	Department faculty

	Department faculty
Spring 2018	265C Faculty Lead
Spring 2018	265C Lead Faculty
Spring 2018	Lisa Munoz
by 2015	Rich Halliday
Every semester during week 12	Ken Reinstein, Nina Jacobs

Every semester during week 12	Ken Reinstein, Nina Jacobs
Every semester during week 12	Ken Reinstein, Nina Jacobs
Every semester during week 12	Ken Reinstein, Nina Jacobs
By the final exam.	Rich Halliday
Every semester during week 13	Stefanie Johnson and Lisa E. Munoz
Every semester during week 13	Stefanie Johnson and Lisa E. Munoz
Every semester during week 13.	Stefanie Johnson and Lisa E. Munoz
Every semester during week 13.	Stefanie Johnson and Lisa E. Munoz
Spring 2017	ESOL 19 instructors
Spring 2017	ESOL 19 instructors

Spring 2017	ESOL 19 instructors
Spring 2017	ESOL 19 instructors
	ESOL 20 instructors
Spring 2017	ESOL 20 instructors
Spring 2017	ESOL 20 instructors
Spring 2017	ESOL 20 instructors
Spring 2017	ESOL 2014 instructors
Spring 2017	ESOL 21 instructors
Spring 2017	ESOL 21 Instructors
Spring 2017	ESOL 21 instructors
Spring 2017	ESOL 21 instructors

Spring 2017	ESOL 22 instructors
Spring 2017	ESOL instructors
Spring 2017	
Spring 2017	ESOL 30 instructors
Spring 2017	ESOL instructors
Fall 2017	ESOL 31 instructors
	ESOL 31 instructors
	ESOL 31 instructors
80%	ESOL 31 instructors

	ESOL 31 instructors
Spring 2017	ESOL 32 instructors
Spring 2017	ESOL 40 Instructors
Spring 2017	ESOL 40 instructors
Spring 2017	ESOL 40 instructors
Spring 2017	ESOL 40 instructors
Spring 2015	Amy Jennings
Spring 2015	Amy Jennings
	Amy Jennings
	Amy Jennings
	Amy Jennings
End of semester	Nick Gehler
End of semester	Nick Gehler

Fall 2014	Rod
Mid-term exam is halfway through the semester.	Class instructor.
Final week of the semester.	Class instructor
Mid-term testing is done half-way through the semester.	Class instructor.

Spring 2018	
Spring 2015	Nick Gehler
Spring 2015	Nick Gehler

end of Spring 2015 semester	Jessica Matthews
End of spring 2015 semester	Jessica Matthews
End of spring 2015 semester	Jessica Matthews

End of semester	Nick Gehler
End of semester	Nick Gehler
End of semester	Nick Gehler

end of semester	Sean Bowers
end of semester	Sean Bowers
end of semester	Sean Bowers
end of semester	Sean Bowers

end of semester	Sean Bowers
end of semester	Sean Bowers
Fall 2016	John Landicho
Fall 2016	John Landicho
	Amy Jennings
	Amy Jennings
Semester	Instructor
End of semester	Nick Gehler

End of semester	Nick Gehler
End of semester	Nick Gehler
All semester	Mike Gentry & Mark Smith

during semester	Mike Gentry & Mark Smith
during semester	Mike Gentry & Mark Smith
during semester	Mike Gentry & Mark Smith

during semester	Mike Gentry & Mark Smith
during semester	Mike Gentry & Mark Smith
Spring 2018	John Landicho

Spring 2018	John Landicho
Spring 2018	John Landicho
Spring 2018	John Landicho
	Amy Jennings
	Amy Jennings
	Amy Jennings
	Amy Jennings
End of semester	Nick Gehler
End of semester	Nick Gehler
End of semester.	Nick Gehler

start of semester	Sean Bowers
during semester	Sena Bowers
during semester	Sean Bowers
Spring 2018	John Landicho
Spring 2018	John Landicho
Spring 2015	Jessica Matthews; Rod Porter
Spring 2015	Jessica Matthews; Rod Porter
Spring 2015	Jessica Matthews; Rod Porter

Spring 2015	Jessica Matthews; Rod Porter
2015	Nick Gehler
2015	Nick Gehler
	Rod Porter
Spring 2015 - Course only offered in spring semesters.	Kevin Petti Jessica Matthews Rod Porter
Spring 2015 - course only taught in spring semesters.	Kevin Petti Jessica Matthews Rod Porter
Spring 2015 - course is only offered in spring semesters.	Kevin Petti Jessica Matthews Rod Porter
Spring 2015 - course is only offered in spring semesters	Kevin Petti Jessica Matthews Rod Porter
Fall 2015 - Spring 2018 Cycle	Matthew Cain; Rod Porter
This cycle	Rod Porter
Fall 2015 - Spring 2018 Cycle	

Fall 2014	Darren Hall
Fall 2014	Darren Hall
Fall 2014	Darren Hall; Course Lead
Fall 2014	Darren Hall as lead
Fall 2014	Professor Martin Walsh
FALL 2014	Professor Martin Walsh
FALL 2014	Professor Martin Walsh
Fall 2016	Professor Dennis Sheean

Fall 2016	Professor Dennis Sheean
Fall 2016	Professor Dennis Sheean
Fall 2014	Darren Hall
Fall 2014	Darren Hall
Fall 2014	Darren Hall
Spring 2017	Dennis Sheean
Spring 2017	Dennis Sheean
Spring 2017	Dennis Sheean
Spring 2017	Dennis Sheean
Spring 2017	Dennis Sheean
Fall 2014	Darren Hall
Fall 2014	Professor Hall
Fall 2014	Professor Hall
Fall 2014	Professor Hall
Fall 2016	Darren Hall

Fall 2016	Darren Hall
Fall 2016	Darren Hall
Spring 2017	Darren Hall
Spring 2017	Darren Hall
Spring 2017	Darren Hall
Fall 2014	Darren Hall
Fall 2014	Darren Hall
Fall 2014	Darren Hall
Spring 2017	Darren Hall
Spring 2017	Darren Hall
Spring 2017	Darren Hall
Spring 2017	Darren Hall
Spring 2017	Darren Hall

Spring 2017	Darren Hall
Fall 2018	Darren Hall
Fall 2018	Darren Hall
Fall 2018	Darren Hall
FALL 2018	martin walsh
Fall 2018	martin walsh
fall2018	martin walsh
Fall 2018	martin walsh
fall 2018	martin walsh
fall 2018	martin walsh
Fall 2016	Darren Hall
Fall 2016	Darren Hall

Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall

Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall

fALL 0214	MARTIN WALSH
Fall 2014	martin walsh
Fall 2014	martin Walsh
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2016	Darren Hall
Fall 2018	martin walsh

fall 2018	martin walsh
fall 2018	martin walsh
	MARTIN WALSH
	MARTIN WALSH
	Martin Walsh
Spring 2015-2018 cycle.	Darren Hall
Spring 2015 Spring 2018 cycle	Darren Hall
Spring 2013-2015 cycle	Darren Hall
	martin walsh
Fall 2016	Darren Hall
Fall 2016	Darren Hall

Fall 2016	Darren Hall

	Darren Hall
	Martin Walsh
in progress	Martin Walsjh
	martin Walsh
	Martin Walsh
	Martin Walsh

Fall 2017	Daniel Igou
	Daniel Igou
	Daniel Igou
	Bochicchio
	Bochicchio
	Bochicchio
Whenever course is offered	R. Bochicchio
Spring 2015	Rex Heftmann
Spring 2015	Rex Heftmann, Bob Fritsch
Spring 2015	Rex Heftmann, Bob Fritsch

This will be completed by the end of the semester.	Kevin Petti
Fall 2014	Kevin Petti
Fall 2014	Kevin Petti
Fall 2017	Dan Igou
Fall 2014	Dan Igou
Fall 2017	Dan Igou

Fall 2017	Dan Igou
Fall 2017	Dan Igou
Fall 2017	Dan Igou
Fall 2017	Daniel Igou
Fall 2017	Daniel Igou
Fall 2017	Daniel Igou
Fall 2017	Daniel Igou
Spring 2016	Daniel Igou

Fall 2017	Daniel Igou
Fall 2017	Daniel Igou
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Ongoing	AJ Staff
Spring 2017	Paula Carrier
Spring 2017	Paula Carrier
Spring 2017	Paula Carrier
Spring 2017	Paula Carrier

Spring 2017	Paula Carrier
Spring 2017	Michael Lopez
Spring 2017	Michael Lopez
Spring 2017	Michael Lopez
Spring 2016	Paula Carrier
Spring 2016	Paula Carrier
Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	
Spring 2018	Program Director
1 assessment period, typically 2 semesters	Instructor of record

2 semesters (assessment cycle) should provide adequate time for reaching goal.	Instructor of record.
By spring 2018.	Prof. Harrison
ongoing	instructor of course p. Harrison - program director
ongoing	assigned instructor d. Harrison - program director
ongoing	assigned instructor d Harrison - program director
ongoing	d. harrison

ongoing	d. harrison
ongoing	instructor d. Harrison - program director
ONGOING	d. Harrison - program director
ongoing	d. harrison
80% of students will score 70% or higher	program director / instructor
Spring 2018	Program Director
ongoing	course instructor program director
ongoing	course instructor program director
ongoing	course instructor program director
Spring 2018	course instructor program director

Assessment by spring 2018	Prof. Harrison
Spring 2018	Prof. Harrison
Spring 2018	
Fall 2017	LIBS 101 faculty: Mary Hart
Fall 2017	LIBS 101- Mary Hart
Fall 2017	LIBS 101 - Mary Hart
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	MARK 100 faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	MARK 100 faculty

Assessment conducted periodically during the 2015-18 SLO assessment cycle.	MARK 100 faculty
This assessment cycle.	Math faculty.

By the end of the assessment cycle.	Math faculty

This assessment cylce.	Math faculty.
next assessment cycle	math faculty

next assessment cycle	math faculty
Spring 2015	faculty
Spring 2015	faculty
Spring 2015	faculty
Spring 2015	faculty
by the end of the assessment cycle	math faculty
by the end of the assessment cycle	math faculty
Spring 2015	Math faculty
Spring 2015	Math faculty

Spring 2015	Math faculty
by the end of this assessment cycle	math faculty
by the next assessment cycle	math faculty
next assessment cycle	math faculty
By the end of Fall 2017	math faculty
By the end of Fall 2017	math faculty

by the end of the assessment cycle	math faculty
Spring 2015 Fall 2016	Math Faculty
Spring 2015 Fall 2016	Math Faculty

Spring 2015 Fall 2016	Math faculty
Spring 2017	math faculty
Spring 2017	math faculty
Spring 2017	math faculty
next cycle	math faculty
next cycle - Fall 2015-Spring 2018	math faculty
next cycle	math faculty

next cycle	math faculty
next cycle	math faculty
Spring 2017	Math Faculty
Spring 2017	Math Faculty
Spring 2017	math faculty
Spring 2017	Math Faculty
Spring 2017	math faculty

next assessment cycle	Math Faculty
next assessment cycle	Math Faculty

next assessment cycle	Math Faculty
next assessment cycle	Math Faculty
by the end of the assessment cycle	math faculty

This assessment cycle.	Math faculty
This assessment cycle.	Math faculty.
This assessment cycle.	Math faculty
This assessment cycle.	Math faculty.
This assessment cycle.	Math faculty.

This assessment cycle.	Math faculty.
spring 2015	math faculty
spring 2015	math faculty
spring 2015	math faculty

Next assessment cycle	math faculty
next assessment cycle	math faculty
next assessment cycle	math faculty
Spring 2015	math faculty

Spring 2015	math faculty
Spring 2015	math faculty
Fall 2015 Fall 2016	Math Faculty

Fall 2015 Fall 2016	Math Faculty
Fall 2015 Fall 2016	Math Faculty
Fall 2015 Fall 2016	Math Faculty

Spring 2017	math faculty

Spring 2017	math faculty

Spring 2017	math faculty

Spring 2017	math faculty
Spring 2017	math faculty

Spring 2017 - See time line in attachment. Fall 2016 time line below. 9/18 - Initial meeting with 96 instructors on to come up with SLO questions 12/1 - Deadline for instructors to administer SLO questions in Math 96 sections 12/5 - Grading session with 96 instructors; create rubric; discuss grading; grade; compile results 1/21 - Analyze and discuss results. Determine action plan for next round of assessment.	Miramar College Math Faculty
Spring 2017 - See time line in attachment. Fall 2016 time line below. 9/18 - Initial meeting with 96 instructors on to come up with SLO questions 12/1 - Deadline for instructors to administer SLO questions in Math 96 sections 12/5 - Grading session with 96 instructors; create rubric; discuss grading; grade; compile results 1/21 - Analyze and discuss results. Determine action plan for next round of assessment.	Chris Silva and other math department faculty
see attachment	see attachment
see attachment	see attachment

see attachment	see attachment
see attachment	see attachment
see attachment	see attachment
see attachment	see attachment
Jun-15	JW Cherry

Jun-15	JW Cherry
Jun-15	JW Cherry
Jun-15	JW Cherry
Jun-15	JW Cherry
Jun-15	JW Cherry, Carolyn Matthews
Jun-15	JW Cherry, Carolyn Matthews
Jun-15	JW Cherry, Carolyn Matthews

June 2015	JW Cherry, Carolyn Matthews
Jun-15	JW Cherry, Carolyn Matthews
Jun-15	JW Cherry
Jun-15	JW Cherry
Jun-15	JW Cherry
Jun-15	JW Cherry
Jun-15	JW Cherry
Jun-15	JW Cherry
Ongoing	Program Director
Jun-15	MLTT Director
Jun-15	MLTT Director
Jun-15	Section supervisor, MLTT director, Labcorp Manager
Jun-15	MLTT Director, Labcorp Safety officer

Jun-15	Labcorp Manager, MLTT Director
Jun-15	Labcorp Director, MLTT Program Director
June 2015	Labcorp Safety Officer, MLTT Director
By end of practicum session.	Section supervisor, MLTT Program Director
By end of each practicum session	MLTT Program Director
By end of each practicum class	Department lead or supervisor
Jun-15	Labcorp Safety Officer, MLTT Program Director
By the end of the practicum class	Department lead or supervisor
June, 2015	MLTT Director
By the end of the practicum class	Department lead or supervisor

This course was activated in preparation for building a program. This is an upper level course and not enough students have fed through the previous level course	
This course was activated in preparation for building a program. This is an upper level course and not enough students have fed through the previous level course	
This course was activated in preparation for building a program. This is an upper level course and not enough students have fed through the previous level course.	
This course was activated in preparation for building a program. This is an upper level course and not enough students have fed through the previous level course.	
This course was activated in preparation for building a program. Not offered in this cycle	

By the end of 2019	Mardi Parelman
2019	Mardi Parelman
2019	Mardi Parelman
2019	Mardi Parelman
2019	Mardi Parelman
2019	Mardi Parelman
2019	Mardi
2019	Mardi Parelman

2019	Mardi Parelman
2019	Mardi Parelman
2019	Mardi Parelman
2020	Mardi Parelman
2020	Mardi Parelman
2020	Mardi Parelman

Through duration of class session	Instructor
Through duration of class session	Instructor
Duration of class session	Instructor
Spring 2017	Michael Lopez, Donavan Muir, Mark Hertica
Spring 2017	Michael Lopez, Donavan Muir, Mark Hetica
Spring 2017	Michael Lopez, Donavan Muir, Mark Hertica
Fall 2017	Michael Lopez

Fall 2017	Michael Lopez
Fall 2017	Michael Lopez
Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller
Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller
Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller
Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller
Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller
Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller
Spring 2018	Michael Lopez, Brion Allen
Spring 2018	Michael Lopez, Brion Allen
Spring 2018	Michael Lopez, Brion Allen
Fall 2017	Michael Lopez
Fall 2017	Michael Lopez
Fall 2017	Michael Lopez
Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller
Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller

Spring 2017	Michael Lopez, Donavan Muir, Garrett Miller
	Bochicchio
	Bochicchio
2016 - Spring/Fall	Jae Calanog
2016 - Spring/Fall	Jae Calanog
2016 - Spring/Fall	Jae Calanog
2016 - Spring/Fall	Jae Calanog
Spring 2017	Jae Calanog
Fall 2015-Spring 2018	Gina Bochicchio
Spring 2017	Jae Calanog

Fall 2015-Spring 2018	Gina Bochicchio
Fall 2014	Sadayoshi Okumoto
Fall 2014	Sadayoshi Okumoto
On going	Sadayoshi Okumoto
Soon as possible	Sadayoshi Okumoto
Fall 2014	Thomas Schilz/Angela Romero
Fall 2014	Thomas Schilz/Angela Romero
Fall 2014	Thomas Schilz
Fall 2014	Thomas Schilz
Fall 2016 and forward	Jennifer Leaver Molly Fassler
Fall 2016 and forward	Jennifer Leaver Molly Fassler

Fall 2016 and forward	Jennifer Leaver Molly Fassler
Fall 2016 and forward	Jennifer Leaver Molly Fassler
Fall 2014	Thomas Schilz/Molly Fassler/Jennifer Leaver
Fall 2014	Thomas Schilz/Molly Fassler/Jennifer Leaver
Fall 2015 moving forward	Molly Fassler
Fall 2016 and forward	Jennifer Leaver Molly Fassler
Fall 2016 and forward.	Jennifer Leaver Molly Fassler
Fall 2015 and forward	Molly Fassler
Fall 2016 and forward	Jennifer Leaver Molly Fassler

Fall 2016 and forward.	Jennifer Leaver Molly Fassler
Fall 2016 and forward	Jennifer Leaver Molly Fassler
Fall 2016 or better.	Jennifer Leaver Molly Fassler
Fall 2016 and forward.	Jennifer Leaver Molly Fassler
Fall 2014	Molly Fassler/ Jennifer Leaver/ Thomas Schilz
This course has not been offered in several years, so assessment has been delayed. Course will be offered beginning spring 2016 and assessment will occur from spring 2016 forward.	Jennifer Leaver Molly Fassler
This course has not been offered in several semesters so that assessment has been delayed. Course will be offered spring 2016 and data will be assessed 2016 and forward.	Jennifer Leaver Molly Fassler
Fall 2016 and forward	Jennifer Leaver Molly Fassler
This course has not been offered in several years so that assessment is delayed. Course will be offered beginning fall 2015. Data will be assessed in next cycle.	Jennifer Leaver Molly Fassler
This course has not been offered in several semesters, so assessment has been delayed.	Jennifer Leaver Molly Fassler
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	REAL Faculty
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	REAL faculty.

Assessment conducted periodically during the 2015-18 SLO assessment cycle.	REAL faculty.
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	REAL faculty.
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	REAL faculty.
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	REAL faculty.

Assessment conducted periodically during the 2015-18 SLO assessment cycle.	REAL faculty.
Assessment conducted periodically during the 2015-18 SLO assessment cycle.	REAL faculty.

2013-2015 Assessment Cycle	April Koch
2013-2015 Assessment Cycle	April Koch

2013-2015 Assessment Cycle	Virginia Naters and April Koch

2013-2015 Assessment Cycle	April Koch and Virginia Naters
Spring 2015	
This course was assessed for the first time in Fall 2016.	Laura Gonzalez
This course was assessed for the first time in Fall 2016.	Laura Gonzalez
This course was assessed for the first time in Fall 2016.	Laura Gonzalez

2013 assessment and action plan follow up.	
2013 assessment and action plan follow up	

Supporting Attachments	Findings Title
	Findings for SLO Exam
	Findings for SLO Exam
	Findings for Exam at end of semester
	Findings for SLO Exam #1
	Findings for SLO Exam #2
	Findings for SLO #1 Exam
	Findings for SLO #2 Midterm/Final Tax Return
	Findings for SLO #1 Federal versus California tax regulations
	Findings for SLO #2 Prepare a California tax return beginning with Federal AGI
	Findings for SLO #1 Complete Accounting Cycle using accounting software

	Findings for SLO #2 Prepare the four primary financial statements using accounting software
	Findings for SLO #1 Understanding GAAP requirements for intermeditate financial accounting
	Findings for SLO #2 Prepare and report financial statements using GAAP requirements
	Findings for SLO #3 Understand IFRS changes and how it affects GAAP reporting
	Findings for Exam Questions
	Findings for Outcome 2
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions

	Findings for Exam Questions
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	Findings for POST Assessment
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	Findings for Exam Questions
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	Findings for POST Assessment
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	Findings for Exam
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	Findings for Exam
	Findings for SLO 1
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	Findings for POST Assessment
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	Findings for 70% SLO Attainment
	Findings for 1
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	Findings for Scientific Method
	Findings for Human Evolution
	Findings for Modern Human Adaptation
	Findings for Anthropological Perspective
	Findings for Cultural Adaptations
	Findings for Applying Anthropology
	Findings for Problem Solving
	Findings for Primate Behavior
	Findings for Archaeology Knowledge

	Findings for Archaeological Skills
	Findings for Ancient Societies
	Findings for Critical Thinking
	Findings for Exam questions
	Findings for SLo 2
	Findings for SLO 3
	Findings for SLO #1
	Findings for SLo 2
	Findings for SLO #1
	Findings for SLo 2

	Findings for SLO #1
	Findings for SLo 2
	Findings for SLO #1
	Findings for SLo 2
	Findings for SLO 1
	Findings for SLO 2
	Findings for SLO 3
	Findings for Measure 1
	Findings for Measure 2
	Findings for Measure 3
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #1

	Findings for SLO #2
	Findings for SLO #1
	Findings for Measure: SLO #2
	Findings for SLO #1
	Findings for SLO 2
	Findings for SLO #1

	Findings for SLO# 2
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO#1

	Findings for SLO #2
	Findings for SLO #1
	Findings for SLO #2
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	Findings for SLO #2
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #1
	Findings for SLO #1
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	Findings for SLO #1
	Findings for SLO #1
	Findings for This course is in the process of deactivation
	Findings for This course is in the process of deactivation
	Findings for This course is in the process of deactivation

	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #1

	Findings for This course has not been offered and it's viability is being assessed by discipline faculty.
	Findings for This course has not been offered and it's viability is being assessed by discipline faculty.
	Findings for MEASURE 1
	Findings for SLO #1
	Findings for SLO #1
	Findings for SLO #1

	Findings for MEASURE 1
	Findings for Assessment for SLO 1
	Findings for Lab Report
	Findings for Written
	Findings for Written
	Findings for Written

	Findings for Skill
	Findings for Skill
	Findings for Skill
	Findings for Written
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	Findings for MEASURE 1
	Findings for SP2 Test
	Findings for Skill
	Findings for Skill
	Findings for Skill
	Findings for Skill
	Findings for Skill
C818 (Adobe Acrobat Document)	Findings for Skill
	Findings for Skill
	Findings for Skill
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	Findings for Written
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	Findings for Written

	Findings for AVIA 101 SLO 2 ASSESSMENT

	Findings for AVIA 101 SLO 1 ASSESSMENT

	Findings for AVIA 101L SLO 3 Assessment

	Findings for AVIA 101L SLO 2 ASSESSMENT

	Findings for AVIA 105 SLO 1 ASSESSMENT

	Findings for AVIA 105 SLO 2 ASSESSMENT

	Findings for AVIA 105 SLO 3 ASSESSMENT
	Findings for AVIA 115 SLO 1 Assessment
	Findings for AVIA 115 SLO 2 Assessment
	Findings for AVIA 115 SLO 3 Assessment

	Findings for AVIA 125 SLO 1 ASSESSMENT

	Findings for AVIA 125 SLO 2 ASSESSMENT
	Findings for AVIA 128 SLO 1 Assessment

	Findings for AVIA 128 SLO 2 Assessment
	Findings for AVIA 133 SLO 1 Assessment

	Findings for AVIA 133 SLO 2 Assessment
	Findings for AVIA 133 SLO 3 Assessment

	Findings for AVIA 133 SLO 4 Assessment
	Findings for AVIA 151 SLO 1 Assessment
	Findings for AVIA 151 SLO 2 Assessment

	Findings for AVIA 151 SLO 3 Assessment
	Findings for AVIA 195 SLO 1 Assessment

	Findings for AVIA 195 SLO 2 Assessment

	Findings for AVIA 195 SLO 3 Assessment

	Findings for AVIA 195L SLO 1 Assessment

	Findings for AVIA 195L SLO 2 Assessment

	Findings for AVIA 195L SLO 3 Assessment

	Findings for AVIA 195L SLO 4 Assessment

	Findings for AVIA 196L SLO Assessment

	Findings for AVIA 196L SLO Assessment

	Findings for AVIA 196L SLO Assessment
	Findings for AVIA 201 SLO Assessment

	Findings for AVIA 201 SLO Assessment
	Findings for AVIA 201 SLO Assessment

	Findings for AVIA 211 SLO 1 ASSESSMENT
	Findings for AVIA 211 SLO 2 ASSESSMENT
	Findings for AVIA 211L SLO 1 ASSESSMENT

	Findings for AVIA 211L SLO 2 ASSESSMENT
	Findings for AVIA SLO 1 ASSESSMENT

	Findings for AVIA 215L SLO 2 ASSESSMENT
	Findings for AVIA 215L SLO 3 ASSESSMENT

	Findings for AVIA 216L SLO 1 ASSESSMENT
	Findings for AVIA 216L SLO 2 ASSESSMENT

	Findings for AVIA 216L SLO 3 ASSESSMENT
	Findings for AVIA 228 SLO 1 ASSESSMENT
	Findings for MEASURE 1

	Findings for MEASURE 1
	Findings for AVIM 101G SLO 1 Assessment
	Findings for AVIM 101G SLO 2 Assessment

	Findings for AVIM 101H SLO 1 Assessment
	Findings for AVIM 101H SLO 2 Assessment

	Findings for AVIM 102G SLO 1 Assessment
	Findings for AVIM 102G SLO 2 Assessment

	Findings for AVIM 102G SLO 3 Assessment
	Findings for AVIM 102H SLO 1 Assessment

	Findings for AVIM 102H SLO 2 Assessment
	Findings for AVIM 102H SLO 3 Assessment

	Findings for AVIM 103A SLO 1 Assessment
	Findings for AVIM 103A SLO 2 Assessment
	Findings for AVIM 103B SLO 1 Assessment

	Findings for AVIM 103B SLO 2 Assessment
	Findings for AVIM 103C SLO 1 Assessment
	Findings for AVIM 103C SLO 1 Assessment

	Findings for AVIM 103D SLO 1 Assessment
	Findings for AVIM 103D SLO 2 Assessment
	Findings for AVIM 104A SLO 1 Assessment
	Findings for AVIM 104A SLO 2 Assessment

	Findings for AVIM 104B SLO 1 Assessment
	Findings for AVIM 104B SLO 2 Assessment
	Findings for AVIM 104C SLO 1 Assessment

	Findings for AVIM 104C SLO 2 Assessment
	Findings for AVIM 104D SLO 1 Assessment
	Findings for AVIM 104D SLO 2 Assessment
	Findings for AVIM 105A SLO 1 Assessment

	Findings for AVIM 105A SLO 2 Assessment
	Findings for AVIM 105B SLO 1 Assessment

	Findings for AVIM 105B SLO 2 Assessment
	Findings for AVIM 106A SLO 1 Assessment
	Findings for AVIM 106A SLO 2 Assessment

	Findings for AVIM 106B SLO 1 Assessment
	Findings for AVIM 106B SLO 2 Assessment

	Findings for AVIM 107B SLO 1 Assessment

	Findings for AVIM 107B SLO 2 Assessment

	Findings for AVIM 108B SLO 1 Assessment

	Findings for AVIM 108B SLO 2 Assessment

	Findings for AVIM 109A SLO 1 Assessment

	Findings for AVIM 109B SLO 1 Assessment

	Findings for AVIM 109B SLO 2 Assessment
	Findings for AVIM 109C SLO 1 Assessment

	Findings for AVIM 109C SLO 2 Assessment
	Findings for AVIM 109D SLO 1 Assessment
	Findings for AVIM 109D SLO 2 Assessment

	Findings for AVIM 110A SLO 1 Assessment

	Findings for AVIM 110B SLO 1 Assessment

	Findings for AVIM 110B SLO 2 Assessment
	Findings for AVIM 110C SLO 1 Assessment

	Findings for AVIM 110C SLO 2 Assessment
	Findings for AVIM 111C SLO 1 Assessment

	Findings for AVIM 111C SLO 2 Assessment
	Findings for AVIM 111D SLO 1 Assessment

	Findings for AVIM 111D SLO 2 Assessment
	Findings for AVIM 112C SLO 1 Assessment

	Findings for AVIM 112C SLO 2 Assessment
	Findings for AVIM 112D SLO 1 Assessment

	Findings for AVIM 112D SLO 2 Assessment
	Findings for AVIM 120 SLO 1 Assessment
	Findings for AVIM 120 SLO 2 Assessment
	Findings for AVIM 120 SLO 3 Assessment
	Findings for AVIM 121A SLO 1 Assessment
	Findings for AVIM 121A SLO 2 Assessment

	Findings for AVIM 121A SLO 3 Assessment
	Findings for AVIM 203 SLO 1 Assessment
	Findings for AVIM 204 SLO 1 Assessment
	Findings for AVIM 205 SLO 1 Assessment
	Findings for AVIM 206 SLO 1 Assessment

	Findings for AVIM 241 SLO 1 Assessment

	Findings for AVIM 241 SLO 2 Assessment

	Findings for AVIM 242 SLO 1 Assessment

	Findings for AVIM 242 SLO 2 Assessment
	Findings for AVIM 249 SLO 1 Assessment

	Findings for AVIM 250 SLO 1 Assessment
	Findings for AVIM 253 SLO 1 Assessment
	Findings for AVIM 253 SLO 2 Assessment
	Findings for AVIM 254 SLO 1 Assessment
	Findings for AVIM 254 SLO 2 Assessment

	Findings for MEASURE 1
	Findings for Exam
	Findings for Demonstrated calculations
	Findings for Exam and homework
	Findings for Lab assignments
	Findings for Exam and homework
	Findings for Exam and homework
	Findings for Exams
	Findings for Exams

	Findings for Exams
	Findings for Exams
	Findings for Exams
	Findings for Exams
	Findings for Lab assignments
	Findings for Exams
	Findings for Exams
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions

	Findings for Exam Questions
	Findings for Independent research of literature and student presentation
	Findings for SLO 1 Assessment tool
	Findings for SLO 2 Assessment Tool
	Findings for Exam

	Findings for Laboratory Notebook
	Findings for Laboratory Notebook
	Findings for Exam
	Findings for Food analysis project
	Findings for Course Outcome 1 Assessment
	Findings for Course Outcome 2 Assessment
	Findings for Serial Dilutions

	Findings for Exam
	Findings for Lecture Exam
	Findings for Lecture Exam

	Findings for Lab Exam
	Findings for Presentation
	Findings for Final Exam
	Findings for Laboratory Notebook
	Findings for Exam

	Findings for Lab Attendance
	Findings for Course Outcome 2 Assessment Plan
	Findings for Course Outcome 2 Assessment Plan
	Findings for Course Outcome 3 Assessment Plan
	Findings for Course Outcome 4 Assessment Plan
	Findings for Exam
	Findings for 48 hours of service learning
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #1

	Findings for SLO #2
	Findings for Multiple choice test
	Findings for Test
	Findings for Test
	Findings for Examination
	Findings for Examination

	Findings for Examination
	Findings for Examination or written assignment
	Findings for Examination
	Findings for Examination
	Findings for Examination
	Findings for Business letter
	Findings for Business report

	Findings for Resume
	Findings for Business presentation
	Findings for Personal budget
	Findings for Personal budget
	Findings for Quiz and learning activities
	Findings for Personal budget

	Findings for Exam or other
	Findings for Exam or other
	Findings for Exam or other
	Findings for Writing assignment
	Findings for Writing assignment
	Findings for Written project
	Findings for Examination or written assignment
	Findings for Examination or written assignment

	Findings for Examination or written assignment
	Findings for Examination or written assignment
	Findings for Research report
	Findings for Student project
	Findings for Student project
	Findings for Case study essay
	Findings for Case study essay
	Findings for MEASURE 1
	Findings for Project
	Findings for Project

	Findings for Project
	Findings for 1
	Findings for 1
	Findings for 1
	Findings for 1
	Findings for Formulas
	Findings for 1
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	Findings for 1
	Findings for MEASURE 1
Chem 100 Lecture SLO for oncampus SLO F2017 (PNG (Image)) Chem 100 Lecture SLO for online SLO F2017 (PNG (Image)) Chem100 Lecture SLO. 2nd Oncampus Sec SLO F2017 (PNG (Image))	Findings for Recognize Intermolecular Forces of a Chemical
Chem100 Lab SLO F2017 (PNG (Image))	Findings for Lab Practical
	Findings for Multiple Choice Questions

Ch111, Chemistry and Society, F 2017 (PNG (Image))	Findings for Outcome #1
	Findings for Work on Plan to offer course
	Findings for Final Exam Score
	Findings for Final Exam Question
	Findings for Final Exam Question

	Findings for Lab Practical demonstration of skills
	Findings for Final Exam Question

	Findings for Final Exam Question

	Findings for Final Exam Question
	Findings for Final Lab Practical

	Findings for Exam
	Findings for Formal Lab Reports
	Findings for ACS Exam
	Findings for Grade on Evaluative Report

	Findings for Final Exam
	Findings for Final Exam
	Findings for Final Exam
	Findings for FInal Exam

Experiment Result Calib Curves (PNG (Image))	Findings for Calibration Curve
	Findings for Count number of students completing
	Findings for Exam on Theories
	Findings for Child Observation

	Findings for SLO #1
	Findings for SLO #2
LESSON PLAN MIRAMAR (Word Document (Open XML))	Findings for SLO#1 BEHAVIORAL LESSON PLAN
	Findings for SLO # 1
	Findings for SLO # 2 -Activity Portfolio

	Findings for 1
	Findings for Lesson Plan/Language
	Findings for Lesson Plan / Literacy
	Findings for Literature Assignment
	Findings for Lesson Plan/Math
	Findings for Lesson Plan/Science
	Findings for SLO#1 COMMUNITY AGENCY INTERVIEW
	Findings for SLO#2 JOURNAL ARTICLE SUMMARY & EVALUATION ESSAY
	Findings for Five Day Lesson Plan

	Findings for Parent Education
	Findings for Outcomes
	Findings for SLO 1-160
	Findings for Behavior Plan Write Up
	Findings for Exam/Essay
Special Needs Lesson Plan (Word Document (Open XML))	Findings for Lesson Plan for Children with Special Needs
	Findings for Lesson Plan Implementation
	Findings for Infant/Toddler Caregiving Practices

	Findings for Oral Presentation
	Findings for Lesson Plans
	Findings for Identifying and Analyzing Causes Leading to Child Abuse
	Findings for Child Abuse Reporting
	Findings for Preschool Brochure
	Findings for Interview/Observe
	Findings for Faciliate Communication
	Findings for Classroom Assessment
	Findings for MEASURE 1
	Findings for Best Practices

	Findings for Teaching Style
	Findings for SLO 1
	Findings for SLO 291
	Findings for SLO 1
	Findings for SLO 1
	Findings for goal
	Findings for Goal
	Findings for Follow a specification
	Findings for Specifications
	Findings for Electronic Documents
	Findings for Specifications
	Findings for Specifications

	Findings for Persuasive Speech
	Findings for Constructing Purpose and Thesis
	Findings for Structured Speech
	Findings for Delivery Improvement
	Findings for Self Concept
	Findings for Listening
	Findings for Conflict Management and Resolution
	Findings for Improving Self Communication
	Findings for Combination Assessments
	Findings for Combination Assessments

	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Measure
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #1
	Findings for SLO #2
	Findings for Safety Test

	Findings for Hands-on-Hydraulic Fittings Test
	Findings for Hands on Fastener Test.
	Findings for Test Questions
	Findings for Lab Practical
	Findings for ASE type test

	Findings for Lab performance
	Findings for Applied Tec. Math Exam.
	Findings for Lab Performance, Standard Micrometer Reading Test.
	Findings for Lab Performance, Metric Micrometer Reading Test.
	Findings for ASE Type performance Test.

	Findings for Lab Performance

	Findings for Lab Performance
D-t 122 (Word Document (Open XML))	Findings for ASE Type performance Test.

	Findings for Lab Performance.

	Findings for Lab Performance
D-t 123 Course (Word Document (Open XML))	Findings for ASE Type performance Test

	Findings for Lab Performance 1,

	Findings for Lab Performance 2
D-t 124 course (Word Document (Open XML))	Findings for ASE Type performance Test

	Findings for Lab Performance.

	Findings for Lab Performance.
Dt 125 (Word Document (Open XML))	Findings for ASE Type performance Test.

	Findings for Lab Performance.

	Findings for Lab Performance.
Dt 126 (Word Document (Open XML))	Findings for ASE Type performance Test.

	Findings for Lab Performance.

	Findings for Lab Performance
Dt 128 (Word Document (Open XML))	Findings for ASE Type performance Test.

	Findings for Lab Performance.

	Findings for Lab Performance.
D-t 131 (Word Document (Open XML))	Findings for ASE Type performance Test.

	Findings for Lab Performance.

	Findings for Lab Performance.
	Findings for Exam
	Findings for Exam
	Findings for Exam

D-t 137 (Word Document (Open XML))	Findings for ASE Type performance Test.
	Findings for Lab Performance.

	Findings for Lab Performance.
D-t 137A (Word Document (Open XML))	Findings for ASE Type performance test.

	Findings for Lab Performance.

	Findings for Lab Performance
	Findings for Exam
	Findings for Lab performance

	Findings for Lab performance
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	Findings for Lab performance
	Findings for Lab performance
	Findings for Exam
	Findings for Lab performance

	Findings for Lab performance
	Findings for Outcome #1, Forklift operational Safety Test
	Findings for Outcome #2, Forklift pre-operational check
	Findings for Outcome #3, Forklift Operation
	Findings for DSPS 21 SLO # 1

	Findings for DSPS 21 SLO # 2
	Findings for DSPS 21 SLO # 3
	Findings for DSPS 21 SLO # 4
	Findings for Exam
	Findings for Exam
	Findings for Exam

	Findings for Exam Questions
	Findings for Exam
	Findings for Exam
	Findings for Observation of Supervised Tutoring
	Findings for Observation of Supervised Tutoring
	Findings for Observation of Supervised Tutoring
	Findings for SLO Exam Questions
	Findings for SLO Exam Questions
	Findings for SLO Exam Questions
	Findings for SLO Exam Questions

	Findings for SLO Exam Questions
	Findings for SLO Exam Questions
	Findings for Basic Life Support
	Findings for Perilaryngeal Airway Adjunct Training
	Findings for Use of Automated External Defibrillator
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions

	Findings for Exam Questions
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	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions
	Findings for Exam Questions

	Findings for Paper
	Findings for Research Essay

	Findings for Paper
	Findings for Measurement Method
	Findings for Measurement Method
	Findings for Research Essay

	Findings for Paper
	Findings for Research Essay
	Findings for Research Essay
	Findings for Measurement Method
	Findings for Measurement Method
	Findings for Measurement Method

	Findings for Measurement Method
	Findings for Poem Submission
	Findings for Reading
	Findings for Writing
	Findings for Creative Writing Sample
	Findings for SLO 1
	Findings for 1

	Findings for Measure 2
	Findings for Measure 3
	Findings for Measure 4
	Findings for 1
	Findings for Organization
SLOs Assessment (Microsoft Word)	
	Findings for Main Idea Sentence (SLO 1)
	Findings for Support (SLO 2)

	Findings for Organization (SLO 3)
	Findings for Grammar (SLO 4)
	Findings for Topic Sentence
	Findings for Supporting Sentences
	Findings for Organization/Transitions
	Findings for Grammar/Verb tenses
	Findings for Main Idea (SLO 1)
	Findings for Supporting Details (SLO 2)
	Findings for Drawing Inferences (SLO 3)
	Findings for Vocabulary in Context (SLO 4)
	Findings for Vocaulary: Part of Speech (SLO 5)

	Findings for Listening Comprehension: Main and Supporting Ideas (SLO 1)
	Findings for SLO1--Main Idea
	Findings for SLO 2--Support
	Findings for SLO 3: Organization
	Findings for SLO 4 - Grammar
	Findings for Main idea
	Findings for Vocabulary I
	Findings for Vocabulary 2
	Findings for Summary/Organization

	Findings for Inferential Thinking
	Findings for Presenting an Opinion (SLO 1)
	Findings for Thesis Statement (SLO 1)
	Findings for Support: SLO 2
	Findings for SLO 3: Organization
	Findings for SLO 4: Grammar
	Findings for Physical Performance
	Findings for Physical Performance
	Findings for DPS
	Findings for Physical Demonstration
	Findings for Written
	Findings for dentify proper body position when jogging in the water.

	Findings for Lab
	Findings for Lab
	Findings for Final test for Outcome 1
	Findings for Final test for Outcome 2
	Findings for Mid-term Testing for Ouctome 2
	Findings for In Progress
	Findings for In Progress
	Findings for In Progress

	Findings for Performance Demonstration
	Findings for Demonstrate Workout Routines to Instructor
	Findings for Continue to monitor progress
	Findings for Resistance Training Common Movement Patterns
	Findings for Cardiovascular Test
	Findings for Weight Training Test
	Findings for Sports Nutrition Variables
	Findings for Periodization Strategies
	Findings for Periodization Strategies
	Findings for 1
	Findings for 1
	Findings for 1
	Findings for Crab Walk
	Findings for Bear Crawl

	Findings for English and Sanskrit Name of 3 Fundamental Yoga Postures and Proper Demonstration of Each
	Findings for Identify, Describe and Demonstrate One Regression for a Fundamental Yoga Pose of Choice
	Findings for Name and Describe Two Fundamental Stress Management Strategies
	Findings for Warmup and breathing teachniques.
	Findings for Correlation of Activity and Kickboxing
	Findings for 1
	Findings for 1
	Findings for Demonstrating appropriate implementations
	Findings for No assessment findings available and will assess on 2015-2018 cycle

	Findings for Three systems
	Findings for Defensive absolutes
	Findings for No assessment findings available and will assess on 2015-2018 cycle
	Findings for Four principles of fundamental basketball.
	Findings for No assessment findings available and will assess on 2015-2018 cycle
	Findings for No assessment findings available. Will assess in 2015-2018 cycle.

	Findings for Passing
	Findings for Heading
	Findings for No assessment findings available. Will assess in 2015-2018 cycle.
	Findings for No assessment findings available. Will assess in 2015-2018 cycle.
	Findings for Shooting
	Findings for Softball Throwing
	Findings for Batswing
	Findings for Forehand

	Findings for Backhand
	Findings for Serves
	Findings for Skill demonstration
	Findings for Demonstrate through on-court participation/play
	Findings for Physical Performance
	Findings for Physical Performance
	Findings for Number of contested shots vs. uncontested shots per activity
	Findings for Identify our three systems related to intercollegiate basketball.

	Findings for Identify the five defensive absolutes.
	Findings for Identifying the four principles of a good practice.
	Findings for Basic Skills set

	Findings for Defensive schemes
	Findings for game formations
	Findings for perform the five basic technical skills of soccer

	Findings for Softball Variables
	Findings for Skill Demonstration
	Findings for Skill Demonstration
	Findings for Evaluating 2017 data.
	Findings for Evaluating 2017 data.
	Findings for Skill demonstration

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	Findings for Physical Performance
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	Findings for Team puopose
	Findings for Identify the stages of team development.
	Findings for Team Member Roles/Empowerment/Communication/Mission Statement.

	Findings for Makeup of soccer team
	Findings for Unity, team chemistry
	Findings for Individual roles within a soccer team
	Findings for Skill demonstration
	Findings for Skill demonstration
	Findings for Will develop next cycle
	Findings for Will develop next cycle
	Findings for Professional role activity
	Findings for Assignment
	Findings for Exam Questions

	Findings for Paper
	Findings for Vital signs
	Findings for Wrapping Techniques
	Findings for MEASURE 1
	Findings for MEASURE 1
	Findings for Three energy systems
	Findings for Learning Outcome 1 Assessment
	Findings for Learning Outcome 2 Assessment
	Findings for Learning Outcome 3 Assessment
	Findings for Learning Outcome 4 Assessment
	Findings for Exam
	Findings for Measurement and Interpretation of Heart Rate
	Findings for Basic principles of nutrition.
	Findings for Written exam.
	Findings for Group Exercise Warm-Up Measurement

	Findings for 1
	Findings for 1
	Findings for Continue to monitor progress
	Findings for Analyze students' performance in beginner level yoga poses (asanas) to ensure proper alignment and safety.
	Findings for Continue to monitor student progress.
	Findings for Exam
	Findings for Exam
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	Findings for 1
	Findings for 1
	Findings for SLO #1
	Findings for SLO # 2
	Findings for SLO #3
	Findings for slo #1

	Findings for slo #2
	Findings for slo #3
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	Findings for Through a quantifiable examination process the student will demonstrate their knowledge of stated SLO
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	Findings for MEASURE 1
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	Findings for EXAM
	Findings for EXAM
	Findings for SLO 1
	Findings for SLO 2

	Findings for SLO 3
	Findings for Grades
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	Findings for SLO 2
	Findings for SLO 3
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	Findings for Grades

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	Findings for SLO 3
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	Findings for Geography 101
	Findings for SLO1
	Findings for Slo1
	Findings for Country versus nation
	Findings for GEOL 100 FINAL
	Findings for GEOL 101 Final Exam
	Findings for GEOL 104 Final Exam
	Findings for Geology 111
	Findings for 1
	Findings for SLO #1
	Findings for SLO #1
	Findings for SLO #1

	Findings for Nutritional Analysis and Improvement
	Findings for Health Behavior Change Paper
	Findings for Ftiness Plan
	Findings for Mongol Conquest
	Findings for SLO 1
	Findings for SLO 1

	Findings for SLO 1
	Findings for SLO 1 Objective
	Findings for SLO 1
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #1 Assessment
	Findings for SLO #2 Assessment
	Findings for SLO1

	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 2
	Findings for SLO 3
	Findings for Outcome 1
	Findings for Outcome 2
	Findings for Outcome 3
	Findings for SLO 1
	Findings for SLO 2
	Findings for SLO 3
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #3
	Findings for SLO #1

	Findings for SLO #2
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #3
	Findings for SLO 1
	Findings for SLO 2
	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Combination Assessments
	Findings for Grade
	Findings for 1

	Findings for 1
	Findings for 1
	Findings for LEGL 115 SLO 1
	Findings for LEGL 120 SLO 1
	Findings for LEGL 140, SLO 1
	Findings for LEGL 145, SLO 1

	Findings for 1
	Findings for SLO 1
	Findings for 1
	Findings for 1
	Findings for Final Exam Results
	Findings for Final Exam
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 2 - Ethics

	Findings for Ethics exam questions
	Findings for Essay
	Findings for Essay
	Findings for MEASURE 1
	Findings for Assignment
	Findings for Midterm Exam Question
	Findings for Final Exam Question
	Findings for Multiple choice test
	Findings for Multiple choice test

	Findings for Multiple choice test
	Findings for MEASURE 1
	Findings for Survey Questions

Math 15 Entry Survey Questions.pdf (Adobe Acrobat Document) Math 15 Entry Survey Responses.pdf (Adobe Acrobat Document) Math 15 Exit Survey Questions.pdf (Adobe Acrobat Document) Math 15 Exit Survey Responses.pdf (Adobe Acrobat Document)	Findings for Survey Questions

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SLOs for Math104 Fall2015 (Adobe Acrobat Document)	Findings for Exam questions
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	Findings for Project
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	Findings for Comprehensive final exam
	Findings for Licensing Exam
	Findings for Student Performance of Laboratory Exercises

	Findings for Quality Assurance
	Findings for Clinical Correlations
	Findings for Comprehensive Final Exam
	Findings for Evaluation of Student Performance
	Findings for Licensing Exam
	Findings for Comprehensive final exam
	Findings for Identification of Unknowns
	Findings for Comprehensive Final Exam
	Findings for Apply Principles of Microbiology; Unknown ID
	Findings for Safety
	Findings for Test Methods
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	Findings for Safety

	Findings for Quality Control
	Findings for Parallel Testing
	Findings for Safety
	Findings for Instrument set-up and maintenance
	Findings for Knowledge of test methods and principles
	Findings for Parallel specimen testing
	Findings for Safety
	Findings for Knowledge and understanding of instrument set up
	Findings for Blackboard weekly quizzes
	Findings for Knowledge of quality control
	Findings for Measurement 1
	Findings for Measure 1
	Findings for Exam
	Findings for measure 1
	Findings for SLO 1

	Findings for SLO 1
	Findings for SLO 2
	Findings for slo 3
	Findings for slo 4
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	Findings for Measuure 1
	Findings for test
	Findings for SLO 1
	Findings for final project
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	Findings for SLO #3

	Findings for SLO #1
	Findings for SLO #2
	Findings for project
	Findings for project
	Findings for SLO 1
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	Findings for SLO 6
	Findings for test
	Findings for test

	Findings for SLO 1
	Findings for Diet Project - Analyze Nutrient Content of 3-day Food Intake
	Findings for Students will be able to use computer software to assess nutritional contributions made by food combinations traditionally consumed by selec
	Findings for Analyze the diversity of food customs among geographic regions.
	Findings for Evaluate the psychosocial and economic factors that influence food habits
	Findings for Use technology to calculate energy needs based on basal metabolism and physical activity
	Findings for Identify the key roles of nutrients as well as describe health problems associated with the digestion, absorption and transportation of nutr

	Findings for Critique current topics in nutrition using evidence based research.
	Findings for Technology
	Findings for Modify a regular diet menu to accommodate the dietary needs of patients with various diseases and/or conditions
	Findings for Identify the components of a nutritional assessment and assess a patient's nutritional status using medical and diet histories, anthropomet
	Findings for create a nutritional support plan and identify nutrition support products available for patients requiring oral supplements, tube-feeding, a
	Findings for Developing a student educational plan

	Findings for Oral presentation
	Findings for Resume
	Findings for Job search techniques
	Findings for Career Development Information
	Findings for Personal Characteristics
	Findings for Identifying obstacles
	Findings for Goal setting
	Findings for Individual and group behaviors
	Findings for SLO #1
	Findings for SLO #2
	Findings for SLO #3
	Findings for SLO #1

	Findings for SLO #2
	Findings for SLO #3
	Findings for SLO #1
	Findings for SLO #2
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	Findings for SLO #1
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	Findings for SLO #3
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	Findings for SLO #1
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	Findings for SLO #3
	Findings for SLO #1
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	Findings for SLO #3
	Findings for phyn 100 final
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	Findings for PHYS 125 Exam
	Findings for PHYS 125 Exam
	Findings for PHYS 125 Exam
	Findings for PHYS 126 Exam 2
	Findings for Final Exam Question
	Findings for Physics 180B
	Findings for Exam Question

	Findings for Measure for 181B
Physics 195 supporting attachment update 12-12-14 (Excel Workbook (Open XML))	Findings for Phys 195 SLO 1: Freebody Diagram and Graphs
physcis196_slo1_data.xlsx (Excel Workbook (Open XML))	Findings for Final Exam
physics197_slo1_data.xlsx (Excel Workbook (Open XML))	
	Findings for SLO 1 Fall 2016
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1
	Findings for MEASURE 1
	Findings for SLO 1

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	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1
	Findings for Career Options
	Findings for Academic/ Clinical Distinctions
	Findings for SLO 1

	Findings for SLO 1 Lifespan
	Findings for SLO 1
	Findings for SLO 1: Method
	Findings for SLO 2: Research Methods
	Findings for SLO 1
	Findings for SLO 1
	Findings for Psychology 260
	Findings for Exam or other
	Findings for Exam or other

	Findings for Exam or other
	Findings for Exam or other
	Findings for Note: This course was not offered during 2013-15.
	Findings for Note: This course was not offered during the 2015-18 cycle.
	Findings for Note: This course was not offered during the 2015-18 cycle.
	Findings for Note: This course was not offered during the 2015-18 cycle.
	Findings for Note: This course was not offered during the 2015-18 cycle.
	Findings for Note: This course was not offered during the 2015-18 cycle.
	Findings for Exam or other
	Findings for Exam or other

	Findings for Exam or other
	Findings for Exam or other
	Findings for N/A: This course was not offered during the 2015-18 cycle.
	Findings for N/A: This course was not offered during the 2015-18 cycle.
	Findings for N/A: This course was not offered during the 2015-18 cycle.
	Findings for N/A: This course was not offered during the 2015-18 cycle.
	Findings for This course was not offered during the 2015-18 cycle.
	Findings for This course was not offered during the 2015-18 cycle.
	Findings for This course was not offered during the 2015-18 cycle.
	Findings for This course was not offered during the 2015-18 cycle.
	Findings for This course was not offered during the 2015-18 cycle.

	Findings for This course was not offered during the 2015-18 cycle.
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	Findings for This course was not offered during the 2015-18 cycle.
	Findings for This course was not offered during the 2015-18 cycle.
	Findings for This course was not offered during the 2015-18 cycle.
	Findings for This course was not offered during the 2015-18 cycle.
	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO 1

	Findings for SLO 1
	Findings for SLO 1
	Findings for SLO1
	Findings for Composition

	Findings for Composition
	Findings for Measure 1

	Findings for Oral Final Exam
	Findings for Oral Final Exam
	Findings for This course is not offered at this time.
	Findings for Components of Sustainability
	Findings for Evaluation of Models
	Findings for Future Sustainable Development

	Findings for Written essay
	Findings for Written essay

Summary of Findings	Acceptable Target Achievement
Fall 2016 18 of 22 students (82%) took the assessment and received a 75% or greater score.	Met
For the 2016 year at Miramar College, 490 students took this SLO and 407 passed. This is an 83% rate	Met
For this SLO there were 485 students who took the SLO and 412 passed. This is a 85% ranking	Met
There were 420 students who took the SLO and 340 who passed with 75% or better	Met
There were 415 students who took the SLO and 343 who passed with 75% or better. That is an 83% rate	Met
There were 95 students who took the SLO and 78 who passed with 75% or better. That is a 82% ranking	Met
There were 93 students who took the SLO and 80 who passed with 75% or better. That is a 86% ranking	Met
There were 105 students who took the SLO and 85 scored better than 75%. This is a 81% ranking.	Met
There were 106 students who took the SLO and 92 passed with better than 75%. This is a 87% ranking	Met
There were 85 students including spring, summer, and fall 2016 that took the SLOs. Out of the 85 students, 71 scored 75% or more. That's an 83% meeting the SLO expectation	Met

There were 82 students including spring, summer, and fall 2016 that took the SLOs. Out of the 85 students 68 scored 75% or more. That's an 83% meeting the SLO expectation	Met
There were two classes in 2016 and 80% achieved 75% or better on the first SLO	Met
There were two classes and more than 80% achieved better than 75% on the SLO #2	Met
There were two classes in 2016 and more than 80% achieved 75% or better on SLO#3	Met
91.31%	Met
86.96%	Exceeded
56.53%	Not Met
94.45%	Exceeded
100%	Exceeded
97.23%	Exceeded
96.29% of students met the standard	Met
96.29% of students met the standard	Exceeded
96.29% of students met the standard	Exceeded
79% of students met or exceeded the standard	Exceeded
79% of students met or exceeded the standard	Exceeded
79% of students met or exceeded the standard	Exceeded

90.47% of students met the standard	Exceeded
90.47% of students met the standard	Exceeded
90.47% of students met the standard	Exceeded
46% of students met or exceeded the standard	Not Met
46% of students met or exceeded the standard	Not Met
46% of students met or exceeded the standard	Not Met
94% of students met or exceeded the standard	Exceeded
94% of students met or exceeded the standard	Exceeded
94% of students met or exceeded the standard	Exceeded
91.66% of students met the standard	Exceeded
91.66% of students met the standard	Exceeded
91.66% of students met the standard	Exceeded
92.59% of students met or exceeded the standard	Exceeded
92.59% of students met or exceeded the standard	Exceeded
92.59% of students met or exceeded the standard	Exceeded

68% of students met or exceeded the standard	Not Met
68% of students met or exceeded the standard	Not Met
68% of students met or exceeded the standard	Not Met
84.61% of students met or exceeded the standard	Exceeded
84.61% of students met or exceeded the standard	Exceeded
84.61% of students met or exceeded the standard	Exceeded
58% of students met or exceeded the standard	Not Met
58% of students met or exceeded the standard	Not Met
58% of students met or exceeded the standard	Not Met
84% of students met or exceeded the standard	Exceeded
84% of students met or exceeded the standard	Exceeded
84% of students met or exceeded the standard	Exceeded
100% achievement; 17 enrolled with 17 completed.	Exceeded
100% achievement; 257 enrolled with 257 completed.	Exceeded
100% achievement; 257 enrolled with 257 completed.	Exceeded
100% achievement; 18 enrolled with 18 completed.	Exceeded

This course was not offered during this assessment period.	
This course was not offered during this assessment period.	
100% achievement	Exceeded
100% achievement	Exceeded
100% achievement; 24 enrolled with 24 completed	Exceeded
100% achievement; 24 enrolled with 24 completed	Exceeded
This course was not offered during this assessment period.	
This course was not offered during this assessment period.	
This course was not offered during this assessment period.	
This course was not offered during this assessment period.	
This course was not offered during this assessment period.	

This course was not offered during this assessment period.	
This course was not offered during this assessment period.	
This course was not offered during this assessment period.	
100% achievement; 44 enrolled with 44 completed.	Exceeded
100% achievement; 44 enrolled with 44 completed.	Exceeded
This course was not offered during this assessment period.	
This course was not offered during the current assessment cycle, so no data is available.	Not Met
This course was not offered during the current assessment cycle, so no data is available.	Not Met
100% achievement; 600 enrolled with 600 completed.	Exceeded
100% achievement; 600 enrolled with 600 completed.	Exceeded
100% achievement; 117 enrolled with 117 completed.	Exceeded
100% achievement; 117 enrolled with 117 completed.	Exceeded
This course was not offered during this assessment period.	
100% achievement; 15 enrolled with 15 completed.	Exceeded

100% achievement; 15 enrolled with 15 completed.	Exceeded
100% achievement; 22 enrolled with 22 completed.	Exceeded
100% achievement; 46 enrolled with 46 completed.	Exceeded
100% achievement; 46 enrolled with 46 completed.	Exceeded
100% achievement; 25 enrolled with 25 completed.	Exceeded
98% achievement; 25 enrolled with 24 completed.	Exceeded
90% achievement; 163 enrolled with 147 completed.	Exceeded
90% achievement; 163 enrolled with 147 completed.	Exceeded
87% achievement; 86 enrolled with 75 completed.	Exceeded
87% achievement; 86 enrolled with 75 completed.	Exceeded
100% achievement; 68 enrolled with 68 completed.	Exceeded
100% achievement; 68 enrolled with 68 completed.	Exceeded
100% achievement; 68 enrolled with 68 completed.	Exceeded

100% achievement; 68 enrolled with 68 completed.	Exceeded
This course was not offered during this assessment period.	
This course was not offered during this assessment period.	
Across four sections of the course, students are meeting and exceeding the goal of 70% passing.	Exceeded
Across four sections of the course, students are exceeding this outcome.	Exceeded
Across four sections of the course, students are meeting and exceeding this outcome.	Exceeded
Students are meeting the acceptable target goal, but the average of all students is not yet exceeding the ideal target goal.	Exceeded
Students are meeting the acceptable target goal, but the average of all students is not yet exceeding the ideal target goal.	Exceeded
Students are meeting this goal.	Exceeded
Students are meeting this goal.	Exceeded
Students are meeting this goal.	Exceeded
Students are meeting this goal.	Exceeded

Students are meeting this goal.	Exceeded
Students are meeting this goal.	Exceeded
Students are meeting this goal.	Exceeded
Meets Criteria set for SLO, Meets Department Criteria. 70% of students will achieve 70% or better.	Exceeded
Meets Criteria set for SLO, Meets Department Criteria. 70% of students will achieve 70% or better.	Exceeded
Meets Criteria set for SLO, Meets Department Criteria. 70% of students will achieve 70% or better.	Met
Meets Criteria set for SLO, Meets Department Criteria.	Met
Meets Criteria set for SLO, Meets Department Criteria.	Met
Met criteria set by program and department.	Met
Met criteria set by program and department.	Met

Criteria met for both Program and Deparment	Met
Criteria met for both Program and Deparment	Met
Fall 2015: Students met both Program and Department criteria	Met
Fall 2015: Students met both Program and Department criteria	Met
The course has only been run once, but overall, student success rates were met	Met
The course has only been run once, but overall, student success rates were met	Met
The course has only been run once, but overall, student success rates were met	Met
Fall 2015: Students met criteria for exams, papers and overall grades	Met
Fall 2015: Students met criteria for exams, papers and overall grades	Met
Fall 2015: Students met criteria for exams, papers and overall grades	Met
In reviewing the assessment data for Art 150A- Two-Dimensional Design, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 100% of students who completed the course.	Exceeded
In reviewing the assessment data for Art 150A- Two-Dimensional Design, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 100% of students who completed the course.	Exceeded
70% completed with a C or better	Met

80% of students did at least 70%	Met
100% students met slos	Exceeded
100% students met slos	Exceeded
In reviewing the assessment data for Art 155A- Freehand Drawing I, for the Spring 2016 semester, 86% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 86% of students who completed the course. Students who did not meet or exceed the target were impacted by a lack of attendance and an inability to successfully complete assigned portfolio projects. The curriculum is aligned with national standards, and is therefore focused on preparing students for transfer in the field.	Exceeded
In reviewing the assessment data for Art 155A- Freehand Drawing I, for the Spring 2016 semester, 86% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the research projects of 86% of students who completed the course. Students who did not meet or exceed the target were impacted by a lack of attendance and by failing to complete or attempt the assigned research project.	Exceeded
In reviewing the assessment data for Art 155B- Freehand Drawing II, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 100% of students who completed the course. The curriculum is aligned with national standards, and is therefore focused on preparing students for transfer in the field.	Exceeded

In reviewing the assessment data for Art 155B- Freehand Drawing II, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the research projects of 100% of students who completed the course.	Exceeded
In reviewing the assessment data for Art 165A- Composition in Painting I, for the Spring 2016 semester, 93% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 93% of students who completed the course. Students who did not meet or exceed the target were impacted by a lack of attendance and an inability to successfully complete assigned portfolio projects. The curriculum is aligned with national standards, and is therefore focused on preparing students for transfer in the field.	Exceeded
In reviewing the assessment data for Art 165A- Composition in Painting I, for the Spring 2016 semester, 88% met or exceeded the target achievement as listed. Students who did not meet or exceed the target were impacted by a lack of attendance and by failing to complete or attempt the assigned research project.	Exceeded
In reviewing the assessment data for Art 165B- Composition in Painting II, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 100% of students who completed the course. Students who did not meet or exceed the target were impacted by a lack of attendance and an inability to successfully complete assigned portfolio projects. The curriculum is aligned with national standards, and is therefore focused on preparing students for transfer in the field.	Exceeded

In reviewing the assessment data for Art 165B- Composition in Painting II, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. Students who did not meet or exceed the target were impacted by a lack of attendance and by failing to complete or attempt the assigned research project.	Exceeded
In reviewing the assessment data for Art 165C- Composition in Painting III, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 100% of students who completed the course. Students who did not meet or exceed the target were impacted by a lack of attendance and an inability to successfully complete assigned portfolio projects. The curriculum is aligned with national standards, and is therefore focused on preparing students for transfer in the field.	Exceeded
In reviewing the assessment data for Art 165C- Composition in Painting III, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed.	Exceeded
In reviewing the assessment data for Art 165D- Composition in Painting IV, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 100% of students who completed the course. Students who did not meet or exceed the target were impacted by a lack of attendance and an inability to successfully complete assigned portfolio projects. The curriculum is aligned with national standards, and is therefore focused on preparing students for transfer in the field.	Exceeded

In reviewing the assessment data for Art 165D- Composition in Painting IV, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the research projects of 100% of students who completed the course.	Exceeded
100% of students met or exceeded the target.	Exceeded
100% of students met or exceeded the target	Exceeded
100 % of students met or exceeded the target	Exceeded
100% of students met or exceeded the target	Exceeded
95% of students met slos	Exceeded
100% students met slos	Exceeded
100% students met slos	Exceeded
This course is in the process of deactivation	Met
This course is in the process of deactivation	Met
This course is in the process of deactivation	Met

In reviewing the assessment data for Art 210A- Life Drawing I, for the Spring 2016 semester, 92% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 92% of students who completed the course. Students who did not meet or exceed the target were impacted by a lack of attendance and an inability to successfully complete assigned portfolio projects. The curriculum is aligned with national standards, and is therefore focused on preparing students for transfer in the field.	Exceeded
In reviewing the assessment data for Art 210A- Life Drawing I, for the Spring 2016 semester, 88% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the research projects of 88% of students who completed the course. Students who did not meet or exceed the target were impacted by a lack of attendance and by failing to complete or attempt the assigned research project.	Exceeded
In reviewing the assessment data for Art 210B- Life Drawing II, for the Spring 2016 semester, 100% met or exceeded the target achievement as listed. A successful understanding of course content was demonstrated within the final portfolios of 100% of students who completed the course. The curriculum is aligned with national standards, and is therefore focused on preparing students for transfer in the field.	Exceeded
In reviewing the assessment data for Art 210B- Life Drawing II, for the Spring 2016 semester, 88% met or exceeded the target achievement as listed. Students who did not meet or exceed the target were impacted by a lack of attendance and by failing to complete or attempt the assigned research project.	Exceeded
This course has not been offered and it's viability is being assessed by discipline faculty.	

This course has not been offered and it's viability is being assessed by discipline faculty.	Met
This course has not been offered and it's viability is being assessed by discipline faculty.	Met
Course SLO not assessed for this cycle; no findings to report.	
This is a specialized course that is designed to provide the opportunity for majors to conduct further research in their field of study within the area of Studio Art with a concentration in 2-D areas. This course is offered on an as-needed basis, and will become more available through program growth. While this course is not offered often and has not been offered during this assessment cycle, it is a critical part of Studio pedagogy unique to the discipline and therefore must remain active.	
This is a specialized course that is designed to provide the opportunity for majors to conduct further research in their field of study within the area of Studio Art with a concentration in Ceramics. This course is offered on an as-needed basis, and will become more available through program growth. While this course is not offered often and has not been offered during this assessment cycle, it is a critical part of Studio pedagogy unique to the discipline and therefore must remain active.	
*80% of students met 70%	Met

Course SLO not assessed for this cycle; no findings to report.	
In Fall 2016, out of 75 students, (Nanz/Hughes), 57 (76%) were able to get 60% or above.	Met
In Fall 2016, out of 23 students, 18 (78%) were able to satisfy the learning outcome.	Met
AM= 19 out of 19 students were successful PM= 20 out of 20 students were successful 2017 AM = 15 out of 15 students were successful PM = 19 out of 19 students were successful	Met
AM= 19 out of 19 students were successful PM= 20 out of 20 students were successful 2017 AM = 11 out of 15 students were successful PM = 16 out of 19 students were successful	Met
AM= 19 out of 19 students were successful PM= 20 out of 20 students were successful 2017 AM = 11 out of 15 students were successful PM = 16 out of 19 students were successful	Met

2016-18 Cohort 34 out of 36 students successfully completed the labsheets. 2017-19 Cohort 25 out of 26 students successfully completed the labsheets.	Met
2016-18 Cohort 33 out of 36 students successfully completed the labsheets. 2017-19 Cohort 25 out of 26 students successfully completed the labsheets.	Met
34 out of 34 students completed labsheet.	Met
27 out of 34 students completed labsheet.	Met
23 out of 34 students completed labsheet.	Not Met
24 out of 30 students were successful	Met
27 out of 30 students were successful	Met
21 out of 30 students were successful	Met
25 out of 30 students were successful	Met
2016-18 Cohort 22 out of 29 students successfully completed the lab.	Met
2016-18 Cohort 27 out of 29 students successfully completed the lab.	Met
2016-18 Cohort 21 out of 29 successfully completed the lab.	Met
19 out of 24 students were successful.	Met
20 out of 25 students were successful.	Met
14 out of 24 students were successful.	Not Met
2 out of 24 students were successful.	Not Met

24 out of 24 students were successful.	Met
22 out of 24 students were successful.	Met
22 out of 24 students were successful.	Met
23 out of 23 students completed the labsheet successfully with multiple attempts.	Met
20 out of 23 students completed the labsheet successfully with multiple attempts.	Met
20 out of 23 students completed the labsheet successfully with multiple attempts.	Met
23 of 23 students successfully completed the labsheet with multiple attempts.	Met
23 of 23 students successfully completed the labsheet with multiple attempts.	Met
23 of 23 students successfully completed the labsheet with multiple attempts.	Met
25 out of 29 students completed SLO #1 (Service, repair, or diagnosis of disk brake systems.) with a 100% accuracy	Met
24 out of 29 students completed SLO #2 (Service, repair, or diagnosis of drum brake systems.) with a 100% accuracy	Met
25 out of 29 students completed SLO #3 (Service, repair, or diagnosis of brake systems' hydraulics.) with a 100% accuracy	Met
22 out of 29 students completed SLO #4 (Service, repair, or diagnosis of brake boosters.) with a 100% accuracy	Met
20 out of 29 students completed SLO #5 (Service, repair, or diagnosis of brake systems' electronic controls.) with a 100% accuracy	Met
23 out of 27 students completed the lab with multiple attempts.	Met
20 out of 27 students completed the lab with multiple attempts.	Met
21 out of 27 students completed the lab with multiple attempts.	Met
21 out of 27 students completed the lab with multiple attempts.	Met

Course SLO not assessed for this cycle; no findings to report.	
All 25 Students passed the SP2 Safety Test	Met
25 Students completed task with score of 4.	Exceeded
21 of 25 students completed the task with a score of 4.	Met
2.95 21 students of 25 assessed. Fall 16 CRN 47159	Met
2.46 24 of 25 students assessed. Fall 16 CRN 47159	Met
3 22 of 25 students assessed. Fall 16 CRN 47159	Met
3 17 of 21 students reporting Spring 2016 CRN 86486	Met
3 17 students of 21 reporting. Spring 2016 CRN 86486	Met
3 16 of 21 students reporting. Spring 2016 CRN 86486	Met
4 17 of 17 students reporting SPRING 2017 - AUTO062 (43990 -)	Met
4 14 of 17 students reporting SPRING 2017 - AUTO062 (43990 -)	Met
4 17 of 17 students reporting SPRING 2017 - AUTO062 (43990 -)	Met
2.93 16 OF 22 STUDENTS REPORTING. FALL 2016 CRN 53602	Met
3.06 16 OF 22 STUDENTS REPORTING FALL 2016 CRN 53602	Met

2.87 16 OF 22 STUDENTS REPORTING FALL 2016 CRN 53602	Met
3 25 of 25 students reporting SPRING 2017 - AUTO067 (44002 -)	Met
3.04 24 of 25 students reporting SPRING 2017 - AUTO067 (44002 -)	Met
3 25 of 25 students reporting SPRING 2017 - AUTO067 (44002 -)	Met
.	Exceeded
.	Exceeded
.	Exceeded
SPRING 2017 - AUTO074 (55694 -) 3.82 22 of 36 students responding	Exceeded
SPRING 2017 - AUTO074 (55694 -) 3.05 22 of 36 students responding	Exceeded
SPRING 2017 - AUTO074 (55694 -) 3.68 22 of 36 students responding	Exceeded
SPRING 2017 - AUTO074 (55694 -) 3.26 22 of 36 students responding	Exceeded
CRN 55694 5 students responding 3.24	Met
CRN 55694 5 students responding 4	Exceeded

CRN 55694 5 Students responding .8	Not Met
3.2 15 of 19 students reporting SPRING 2017 - AUTO076 (50064 -)	Met
3.625 16 of 19 students reporting SPRING 2017 - AUTO076 (50064 -)	Met
20 out of 20 students were successful	Met
20 out of 20 students were successful	Met
20 out of 20 students were successful	Met
20 out of 20 students were successful	Met

Semester: Fall 2017 Number of students assessed = 47 Number of students at or above 70% = 41 Percentage of students at or above 70% = 87% Average class grade in percent = 82% Semester: Spring 2017 Number of students assessed = 50 Number of students at or above 70% = 41 Percentage of students at or above 70% = 82% Average class grade in percent = 82% Semester: Fall 2016 Number of students assessed = 41 Number of students at or above 70% = 37 Percentage of students at or above 70% = 90% Average class grade in percent = 86% Semester: Spring 2016 Number of students assessed = 45 Number of students at or above 70% = 37 Percentage of students at or above 70% = 82% Average class grade in percent = 85% Semester: Fall 2015 Number of students assessed = 46 Number of students at or above 70% = 42 Percentage of students at or above 70% =	Exceeded

Semester: Fall 2017 Number of students assessed = 47 Number of students at or above 70% = 41 Percentage of students at or above 70% = 87% Average class grade in percent = 82% Semester: Spring 2017 Number of students assessed = 50 Number of students at or above 70% = 41 Percentage of students at or above 70% = 82% Average class grade in percent = 82% Semester: Fall 2016 Number of students assessed = 41 Number of students at or above 70% = 37 Percentage of students at or above 70% = 90% Average class grade in percent = 86% Semester: Spring 2016 Number of students assessed = 45 Number of students at or above 70% = 37 Percentage of students at or above 70% = 82% Average class grade in percent = 85% Semester: Fall 2015 Number of students assessed = 46 Number of students at or above 70% = 42 Percentage of students at or above 70% =	Exceeded

Semester: Fall 2017 Number of students assessed = 33 Number of students at or above 70% = 29 Percentage of students at or above 70% = 88% Average class grade in percent = 86% Semester: Spring 2017 Number of students assessed = 30 Number of students at or above 70% = 25 Percentage of students at or above 70% = 83% Average class grade in percent = 85% Semester: Fall 2016 Number of students assessed = 40 Number of students at or above 70% = 38 Percentage of students at or above 70% = 95% Average class grade in percent = 89% Semester: Spring 2016 Number of students assessed = 35 Number of students at or above 70% = 26 Percentage of students at or above 70% = 74% Average class grade in percent = 87% Semester: Fall 2015 Number of students assessed = 35 Number of students at or above 70% = 33 Percentage of students at or above 70% =	Exceeded

Semester: Fall 2017 Number of students assessed = 33 Number of students at or above 70% = 29 Percentage of students at or above 70% = 88% Average class grade in percent = 86% Semester: Spring 2017 Number of students assessed = 30 Number of students at or above 70% = 25 Percentage of students at or above 70% = 83% Average class grade in percent = 85% Semester: Fall 2016 Number of students assessed = 40 Number of students at or above 70% = 38 Percentage of students at or above 70% = 95% Average class grade in percent = 89% Semester: Spring 2016 Number of students assessed = 35 Number of students at or above 70% = 26 Percentage of students at or above 70% = 74% Average class grade in percent = 87% Semester: Fall 2015 Number of students assessed = 35 Number of students at or above 70% = 33 Percentage of students at or above 70% =	Met

Semester: Fall 2017 Number of students assessed = 26 Number of students at or above 70% = 24 Percentage of students at or above 70% = 92% Average class grade in percent = 87% Semester: Spring 2017 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 86% Semester: Spring 2016 Number of students assessed = 21 Number of students at or above 70% = 21 Percentage of students at or above 70% = 100% Average class grade in percent = 93% Semester: Fall 2015 Number of students assessed = 25 Number of students at or above 70% = 22 Percentage of students at or above 70% = 88% Average class grade in percent = 90%	Met

Semester: Fall 2017 Number of students assessed = 26 Number of students at or above 70% = 24 Percentage of students at or above 70% = 92% Average class grade in percent = 87% Semester: Spring 2017 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 86% Semester: Spring 2016 Number of students assessed = 21 Number of students at or above 70% = 21 Percentage of students at or above 70% = 100% Average class grade in percent = 93% Semester: Fall 2015 Number of students assessed = 25 Number of students at or above 70% = 22 Percentage of students at or above 70% = 88% Average class grade in percent = 90%	Met

Semester: Fall 2017 Number of students assessed = 26 Number of students at or above 70% = 24 Percentage of students at or above 70% = 92% Average class grade in percent = 87% Semester: Spring 2017 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 86% Semester: Spring 2016 Number of students assessed = 21 Number of students at or above 70% = 21 Percentage of students at or above 70% = 100% Average class grade in percent = 93% Semester: Fall 2015 Number of students assessed = 25 Number of students at or above 70% = 22 Percentage of students at or above 70% = 88% Average class grade in percent = 90%	Met
Semester: Fall 2017 Number of students assessed = 35 Number of students at or above 70% = 33 Percentage of students at or above 70% = 94% Average class grade in percent = 85%	Exceeded
Semester: Fall 2017 Number of students assessed = 35 Number of students at or above 70% = 33 Percentage of students at or above 70% = 94% Average class grade in percent = 85%	Exceeded
Semester: Fall 2017 Number of students assessed = 35 Number of students at or above 70% = 33 Percentage of students at or above 70% = 94% Average class grade in percent = 85%	Exceeded

Semester: Spring 2016 Number of Students: 19 79% of students achieved 70% or greater on the Mid-term 58% of students achieved 70% or greater on the Final 68.5% of students achieved 70% or greater on the Mid-term and Final combined Number of students at or above 70% on the Mid-term and Final combined:13 89.5% of students achieved 70% or greater for final class grade Semester: Spring 2017 Number of Students: 25 64% of students achieved 70% or greater on the Mid-term 72% of students achieved 70% or greater on the Final 68% of students achieved 70% or greater on the Mid-term and Final combined Number of students at or above 70% on the Mid-term and Final combined:16 92% of students achieved 70% or greater for final class grade Number of students at or above 70% for final class grade: 23 Results:	Not Met

Semester: Spring 2016 Number of students: 19 79% of students achieved 70% or greater on the Mid-term 58% of students achieved 70% or greater on the Final 68.5% of students achieved 70% or greater on the exams combined Number of students at or above 70% on the Mid-term and Final combined: 13 89.5% of students achieved 70% or greater for final class grade Semester: Spring 2017 Number of students: 25 64% of students achieved 70% or greater on the Mid-term 72% of students achieved 70% or greater on the Final 68% of students achieved 70% or greater on the Mid-term and Final combined Number of students at or above 70% on the Mid-term and Final combined:16 92% of students achieved 70% or greater for final class grade Number of students at or above 70% for final class grade: 23 Results:	Not Met
Semester: Fall 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = %	

Semester: Fall 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = %	
Semester: Fall 2017 Number of students assessed = 32 Number of students at or above 70% = 29 Percentage of students at or above 70% = 91% Average class grade in percent = 88% Semester: Spring 2017 Number of students assessed = 30 Number of students at or above 70% = 29 Percentage of students at or above 70% = 97% Average class grade in percent = 90% Semester: Fall 2016 Number of students assessed = 33 Number of students at or above 70% = 30 Percentage of students at or above 70% = 91% Average class grade in percent = 89%	Met

Semester: Fall 2017 Number of students assessed = 32 Number of students at or above 70% = 29 Percentage of students at or above 70% = 91% Average class grade in percent = 88% Semester: Spring 2017 Number of students assessed = 30 Number of students at or above 70% = 29 Percentage of students at or above 70% = 97% Average class grade in percent = 90% Semester: Fall 2016 Number of students assessed = 33 Number of students at or above 70% = 30 Percentage of students at or above 70% = 91% Average class grade in percent = 89%	Met
Semester: Fall 2017 Number of students assessed = 32 Number of students at or above 70% = 29 Percentage of students at or above 70% = 91% Average class grade in percent = 88% Semester: Spring 2017 Number of students assessed = 30 Number of students at or above 70% = 29 Percentage of students at or above 70% = 97% Average class grade in percent = 90% Semester: Fall 2016 Number of students assessed = 33 Number of students at or above 70% = 30 Percentage of students at or above 70% = 91% Average class grade in percent = 89%	Met

Semester: Fall 2017 Number of students assessed = 32 Number of students at or above 70% = 29 Percentage of students at or above 70% = 91% Average class grade in percent = 88% Semester: Spring 2017 Number of students assessed = 30 Number of students at or above 70% = 29 Percentage of students at or above 70% = 97% Average class grade in percent = 90% Semester: Fall 2016 Number of students assessed = 33 Number of students at or above 70% = 30 Percentage of students at or above 70% = 91% Average class grade in percent = 89%	Met
Semester: Spring 2017 Number of students assessed = 14 Number of students at or above 70% = 10 Percentage of students at or above 70% = 71% Average class grade in percent =78 % Semester: Spring 2016 Number of students assessed = 23 Number of students at or above 70% = 21 Percentage of students at or above 70% = 96% Average class grade in percent = 91%	Not Met
Semester: Spring 2017 Number of students assessed = 14 Number of students at or above 70% = 10 Percentage of students at or above 70% = 71% Average class grade in percent =78 % Semester: Spring 2016 Number of students assessed = 23 Number of students at or above 70% = 21 Percentage of students at or above 70% = 96% Average class grade in percent = 91%	Not Met

Semester: Spring 2017 Number of students assessed = 14 Number of students at or above 70% = 10 Percentage of students at or above 70% = 71% Average class grade in percent =78 % Semester: Spring 2016 Number of students assessed = 23 Number of students at or above 70% = 21 Percentage of students at or above 70% = 96% Average class grade in percent = 91%	Not Met
Semester: Fall 2017 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 90% Semester: Spring 2017 Number of students assessed = 22 Number of students at or above 70% = 18 Percentage of students at or above 70% = 82% Average class grade in percent = 88% Semester: Spring 2016 Number of students assessed = 22 Number of students at or above 70% = 21 Percentage of students at or above 70% = 95% Average class grade in percent = 95% Semester: Fall 2015 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 90%	Met

Semester: Fall 2017 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 90% Semester: Spring 2017 Number of students assessed = 22 Number of students at or above 70% = 18 Percentage of students at or above 70% = 82% Average class grade in percent = 88% Semester: Spring 2016 Number of students assessed = 22 Number of students at or above 70% = 21 Percentage of students at or above 70% = 95% Average class grade in percent = 95% Semester: Fall 2015 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 90%	Met

Semester: Fall 2017 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 90% Semester: Spring 2017 Number of students assessed = 22 Number of students at or above 70% = 18 Percentage of students at or above 70% = 82% Average class grade in percent = 88% Semester: Spring 2016 Number of students assessed = 22 Number of students at or above 70% = 21 Percentage of students at or above 70% = 95% Average class grade in percent = 95% Semester: Fall 2015 Number of students assessed = 19 Number of students at or above 70% = 19 Percentage of students at or above 70% = 100% Average class grade in percent = 90%	Met

Semester: Fall 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2015 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = %	

Semester: Fall 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2015 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = %	

Semester: Fall 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2015 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = %	

Semester: Fall 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2015 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = %	

Semester: Fall 2017 Number of students assessed = 15 Number of students at or above 70% = 15 Percentage of students at or above 70% = 100% Average class grade in percent = 84% Semester: Spring 2017 Number of students assessed = 12 Number of students at or above 70% = 12 Percentage of students at or above 70% = 100% Average class grade in percent = 92% Semester: Fall 2016 Number of students assessed = 10 Number of students at or above 70% = 10 Percentage of students at or above 70% = 100% Average class grade in percent = 93% Semester: Spring 2016 Number of students assessed = 14 Number of students at or above 70% = 14 Percentage of students at or above 70% = 100% Average class grade in percent =96% Semester: Fall 2015 Number of students assessed = 15 Number of students at or above 70% = 15 Percentage of students at or above 70% =	Exceeded

Semester: Fall 2017 Number of students assessed = 15 Number of students at or above 70% = 15 Percentage of students at or above 70% = 100% Average class grade in percent = 84% Semester: Spring 2017 Number of students assessed = 12 Number of students at or above 70% = 12 Percentage of students at or above 70% = 100% Average class grade in percent = 92% Semester: Fall 2016 Number of students assessed = 10 Number of students at or above 70% = 10 Percentage of students at or above 70% = 100% Average class grade in percent = 93% Semester: Spring 2016 Number of students assessed = 14 Number of students at or above 70% = 14 Percentage of students at or above 70% = 100% Average class grade in percent =96% Semester: Fall 2015 Number of students assessed = 15 Number of students at or above 70% = 15 Percentage of students at or above 70% =	Exceeded

Semester: Fall 2017 Number of students assessed = 15 Number of students at or above 70% = 15 Percentage of students at or above 70% = 100% Average class grade in percent = 84% Semester: Spring 2017 Number of students assessed = 12 Number of students at or above 70% = 12 Percentage of students at or above 70% = 100% Average class grade in percent = 92% Semester: Fall 2016 Number of students assessed = 10 Number of students at or above 70% = 10 Percentage of students at or above 70% = 100% Average class grade in percent = 93% Semester: Spring 2016 Number of students assessed = 14 Number of students at or above 70% = 14 Percentage of students at or above 70% = 100% Average class grade in percent =96% Semester: Fall 2015 Number of students assessed = 15 Number of students at or above 70% = 15 Percentage of students at or above 70% =	Exceeded
Semester: Fall 2017 Number of students assessed = 19 Number of students at or above 70% = 17 Percentage of students at or above 70% = 89% Average class grade in percent = 85% Semester: Fall 2016 Number of students assessed = 16 Number of students at or above 70% = 16 Percentage of students at or above 70% = 100% Average class grade in percent = 86% Semester: Fall 2015 Number of students assessed = 21 Number of students at or above 70% = 20 Percentage of students at or above 70% = 95% Average class grade in percent = 86%	Exceeded

Semester: Fall 2017 Number of students assessed = 19 Number of students at or above 70% = 17 Percentage of students at or above 70% = 89% Average class grade in percent = 85% Semester: Fall 2016 Number of students assessed = 16 Number of students at or above 70% = 16 Percentage of students at or above 70% = 100% Average class grade in percent = 86% Semester: Fall 2015 Number of students assessed = 21 Number of students at or above 70% = 20 Percentage of students at or above 70% = 95% Average class grade in percent = 86%	Exceeded
Semester: Fall 2017 Number of students assessed = 19 Number of students at or above 70% = 17 Percentage of students at or above 70% = 89% Average class grade in percent = 85% Semester: Fall 2016 Number of students assessed = 16 Number of students at or above 70% = 16 Percentage of students at or above 70% = 100% Average class grade in percent = 86% Semester: Fall 2015 Number of students assessed = 21 Number of students at or above 70% = 20 Percentage of students at or above 70% = 95% Average class grade in percent = 86%	Exceeded

Semester: Fall 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = 10 Number of students at or above 70% = 9 Percentage of students at or above 70% = 90% Average class grade in percent = 82%	
Semester: Fall 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = 10 Number of students at or above 70% = 9 Percentage of students at or above 70% = 90% Average class grade in percent = 82%	
Semester: Fall 2017 Number of students assessed = 3 Number of students at or above 70% = 3 Percentage of students at or above 70% = 100% Average class grade in percent =95% Semester: Spring 2017 Number of students assessed = 2 Number of students at or above 70% = 2 Percentage of students at or above 70% = 100% Average class grade in percent = 95% Semester: Spring 2016 Number of students assessed = 5 Number of students at or above 70% = 5 Percentage of students at or above 70% = 100% Average class grade in percent = 95%	Met

Semester: Fall 2017 Number of students assessed = 3 Number of students at or above 70% = 3 Percentage of students at or above 70% = 100% Average class grade in percent =95% Semester: Spring 2017 Number of students assessed = 2 Number of students at or above 70% = 2 Percentage of students at or above 70% = 100% Average class grade in percent = 95% Semester: Spring 2016 Number of students assessed = 5 Number of students at or above 70% = 5 Percentage of students at or above 70% = 100% Average class grade in percent = 95%	Met
Semester: Fall 2017 Number of students assessed = 3 Number of students at or above 70% = 3 Percentage of students at or above 70% = 100% Average class grade in percent =95% Semester: Spring 2017 Number of students assessed = 2 Number of students at or above 70% = 2 Percentage of students at or above 70% = 100% Average class grade in percent = 95% Semester: Spring 2016 Number of students assessed = 5 Number of students at or above 70% = 5 Percentage of students at or above 70% = 100% Average class grade in percent = 95%	Exceeded

Semester: Fall 2017 Number of students assessed = 3 Number of students at or above 70% = 3 Percentage of students at or above 70% = 100% Average class grade in percent =95% Semester: Spring 2017 Number of students assessed = 2 Number of students at or above 70% = 2 Percentage of students at or above 70% = 100% Average class grade in percent = 95% Semester: Spring 2016 Number of students assessed = 5 Number of students at or above 70% = 5 Percentage of students at or above 70% = 100% Average class grade in percent = 95%	Exceeded
Semester: Fall 2017 Number of students assessed = 3 Number of students at or above 70% = 3 Percentage of students at or above 70% = 100% Average class grade in percent =95% Semester: Spring 2017 Number of students assessed = 2 Number of students at or above 70% = 2 Percentage of students at or above 70% = 100% Average class grade in percent = 95% Semester: Spring 2016 Number of students assessed = 5 Number of students at or above 70% = 5 Percentage of students at or above 70% = 100% Average class grade in percent = 95%	Exceeded

Semester: Fall 2017 Number of students assessed = 1 Number of students at or above 70% = 1 Percentage of students at or above 70% = 100% Average class grade in percent =95% Semester: Spring 2017 Number of students assessed = 0 Number of students at or above 70% = 0 Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = 0 Number of students at or above 70% = 0 Percentage of students at or above 70% = % Average class grade in percent = %	Met
Semester: Fall 2017 Number of students assessed = 1 Number of students at or above 70% = 1 Percentage of students at or above 70% = 100% Average class grade in percent =95% Semester: Spring 2017 Number of students assessed = 0 Number of students at or above 70% = 0 Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = 0 Number of students at or above 70% = 0 Percentage of students at or above 70% = % Average class grade in percent = %	Met

Semester: Fall 2017 Number of students assessed = 1 Number of students at or above 70% = 1 Percentage of students at or above 70% = 100% Average class grade in percent =95% Semester: Spring 2017 Number of students assessed = 0 Number of students at or above 70% = 0 Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = 0 Number of students at or above 70% = 0 Percentage of students at or above 70% = % Average class grade in percent = %	Met
Semester: Spring 2017 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Spring 2016 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = % Semester: Fall 2015 Number of students assessed = Number of students at or above 70% = Percentage of students at or above 70% = % Average class grade in percent = %	
Course SLO not assessed for this cycle; no findings to report.	

Course SLO not assessed for this cycle; no findings to report.	
fall 2015 # students = 28 # students above 70% = 27 % students above 70% = 96% Average grade = 82% Spring 2016 # students = 35 # students above 70% = 24 % students above 70% = 68% Average grade = 75% fall 2016 # students = 38 # students above 70% = 30 % students above 70% = 78% Average grade = 79%	Met
fall 2015 # students = 25 # students above 70% = 24 % students above 70% = 96% Average grade = 81% Spring 2016 # students = 34 # students above 70% = 24 % students above 70% = 70% Average grade = 77% fall 2016 # students = 38 # students above 70% = 29 % students above 70% = 75% Average grade = 75%	Met

fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% spring 2016 number of students assessed = 13 number of students above 70% = 10 percentage of students above 70% = 84 class average in percent = 79.5% fall 2016 # students = 36 # students above 70% = 33 % students above 70% = 92% Average grade = 79%	Met
fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% spring 2016 number of students assessed = 13 number of students above 70% = 10 percentage of students above 70% = 84 class average in percent = 79.8% fall 2016 # students = 36 # students above 70% = 26 % students above 70% = 77% Average grade = 75%	Met

fall 2015 # students = 25 # students above 70% = 25 % students above 70% = 100% Average grade = 81% Spring 2016 # students = 35 # students above 70% = 32 % students above 70% = 88% Average grade = 84% fall 2016 # students = 32 # students above 70% = 28 % students above 70% = 86% Average grade = 87%	Met
fall 2015 # students = 22 # students above 70% = 22 % students above 70% = 100% Average grade = 90% Spring 2016 # students = 35 # students above 70% = 30 % students above 70% = 85% Average grade = 83% fall 2016 # students = 32 # students above 70% = 27 % students above 70% = 85% Average grade = 82%	Met

fall 2015 # students = 22 # students above 70% = 20 % students above 70% = 91% Average grade = 86% Spring 2016 # students = 35 # students above 70% = 30 % students above 70% = 85% Average grade = 83% fall 2015 # students = 32 # students above 70% = 31 % students above 70% = 97% Average grade = 83%	Met
fall 2015 # students = 19 # students above 70% = 19 % students above 70% = 100% Average grade = 92% Spring 2016 # students = 19 # students above 70% = 19 % students above 70% = 100% Average grade = 93% fall 2016 # students = 14 # students above 70% = 14 % students above 70% = 100% Average grade = 92% spring 2016 # students = 10 # students above 70% = 10 % students above 70% = 100% Average grade = 95%	Met

all 2015 # students = 20 # students above 70% = 20 % students above 70% = 100% Average grade = 89% Spring 2016 # students = 19 # students above 70% = 19 % students above 70% = 100% Average grade = 87% fall 2016 # students = 14 # students above 70% = 14 % students above 70% = 100% Average grade = 92% spring 2016 # students = 10 # students above 70% = 10 % students above 70% = 100% Average grade = 95%	Met
all 2015 # students = 19 # students above 70% = 19 % students above 70% = 100% Average grade = 84% Spring 2016 # students = 19 # students above 70% = 17 % students above 70% = 89% Average grade = 80% fall 2016 # students = 14 # students above 70% = 11 % students above 70% = 78% Average grade = 73.5% spring 2016 # students = 10 # students above 70% = 10 % students above 70% = 100% Average grade = 81%	Met

103A 45379 W 16:30 – 19:40 Fall 2015 SLO 1 22 18 .81 103A 75549 R 07:00 – 10:10 Spring 2016 SLO 1 23 16 .70 103A 53713 W 16:30 – 19:40 Fall 2016 SLO 1 25 16 .64 103A 41115 R 07:00-10:10 Spring 2017 SLO 1 26 22 .84 103A 98453 M 16:30 - 19:40 Fall 2017 SLO 1 19 12 .63	Not Met
103A 45379 W 16:30 – 19:40 Fall 2015 SLO 2 22 16 .72 103A 75549 R 07:00 – 10:10 Spring 2016 SLO 2 23 21 .91 103A 53713 W 16:30 – 19:40 Fall 2016 SLO 2 25 14 .56 103A 41115 R 07:00-10:10 Spring 2017 SLO 2 26 13 .50 103A 98453 M 16:30 - 19:40 Fall 2017 SLO 2 19 4 .21	Not Met
103B 84191 W 07:00 – 10:10 Fall 2015 SLO 1 24 16 .66 103B 79355 T 16:30 – 19:30 Spring 2016 SLO 1 32 26 .81 103B 88902 W 07:00 – 10:10 Fall 2016 SLO 1 21 19 .90 103B 44415 T 19:40 – 22:50 Spring 2017 SLO 1 22 13 .59 103B 60422 W 07:00 - 10:10 Fall 2017 SLO 2 22 15 .68	Not Met

103B 84191 W 07:00 – 10:10 Fall 2015 SLO 2 24 15 .62 103B 79355 T 16:30 – 19:30 Spring 2016 SLO 2 32 28 .87 103B 88902 W 07:00 – 10:10 Fall 2016 SLO 2 21 18 .85 103B 44415 T 19:40 – 22:50 Spring 2017 SLO 2 21 6 .28 103B 60422 W 07:00 - 10:10 Fall 2017 SLO 2 22 20 .90	Exceeded
103C 86483 T 16:30 - 19:40 Fall 2015 SLO 1 20 16 .80 103C 86700 T 10:20 – 13:30 Spring 2016 SLO 1 28 21 .75 103C 90996 T 19:50 – 23:00 Fall 2016 SLO 1 26 21 .80 103C 50296 T 07:00 – 10:10 Spring 2017 SLO 1 23 20 .86 103C 62336 R 16:30 - 19:40 Fall 2017 SLO 1 23 17 .73	Met
103C 86483 T 16:30 - 19:40 Fall 2015 SLO 2 20 16 .80 103C 86700 T 10:20 – 13:30 Spring 2016 SLO 2 28 21 .75 103C 90996 T 19:50 – 23:00 Fall 2016 SLO 2 26 25 .96 103C 50296 T 07:00 – 10:10 Spring 2017 SLO 2 23 12 .52 103C 62336 R 16:30 - 19:40 Fall 2017 SLO 2 23 9 .39	Not Met

fall 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86%	Met
fall 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86%	Met
104A 45382 R 16:30 - 21:10 Fall 2015 SLO 1 20 19 .95 104A 75555 R 10:20 – 15:00 Spring 2016 SLO 1 22 17 .77 104A 53724 R 17:40 – 22:25 Fall 2016 SLO 1 20 19 .95 104A 41121 R 10:20 – 15:00 Spring 2017 SLO 1 24 23 .95 104A 98464 T 17:40 - 22:25 Fall 2017 SLO 1 16 13 .81	Exceeded
104A 45382 R 16:30 - 21:10 Fall 2015 SLO 2 20 17 .85 104A 75555 R 10:20 – 15:00 Spring 2016 SLO 2 22 19 .86 104A 53724 R 17:40 – 22:25 Fall 2016 SLO 2 20 18 .90 104A 41121 R 10:20 – 15:00 Spring 2017 SLO 2 24 20 .83 104A 98464 T 17:40 - 22:25 Fall 2017 SLO 2 16 4 .25	Not Met

104B 75655 W 10:20 - 15:00 Fall 2015 SLO 1 23 17 .73 104B 79361 W 16:30 - 21:00 Spring 2016 SLO 1 29 24 .82 104B 81072 W 10:20 -15:00 Fall 2016 SLO 1 18 16 .88 104B 44421 W 16:30 – 21:00 Spring 2017 SLO 1 18 16 .88 104B 53237 W 10:20 - 15:00 Fall 2017 SLO 1 15 14 .93	Exceeded
104B 75655 W 10:20 - 15:00 Fall 2015 SLO 2 23 16 .69 104B 79361 W 16:30 - 21:00 Spring 2016 SLO 2 29 26 .89 104B 81072 W 10:20 - 15:00 Fall 2016 SLO 2 18 15 .83 104B 44421 W 16:30 – 21:00 Spring 2017 SLO 2 18 10 .55 104B 53237 W 10:20 - 15:00 Fall 2017 SLO 2 15 12 .80	Exceeded
104C 86489 T 19:50 – 23:00 Fall 2015 SLO 1 20 17 .85 104C 86725 T 07:00 – 10:10 Spring 2016 SLO 1 27 21 .84 104C 91016 T 16:30 – 19:40 Fall 2016 SLO 1 21 20 .95 104C 50310 T 10:20 – 13:30 Spring 2017 SLO 1 23 20 .86 104C 62354 R 19:50 - 23:00 Fall 2017 SLO 1 22 18 .81	Exceeded

104C 86489 T 19:50 – 23:00 Fall 2015 SLO 2 20 16 .80 104C 86725 T 07:00 – 10:10 Spring 2016 SLO 2 27 25 .92 104C 91016 T 16:30 – 19:40 Fall 2016 SLO 2 21 17 .80 104C 50310 T 10:20 – 13:30 Spring 2017 SLO 2 23 18 .78 104C 62354 R 19:50 - 23:00 Fall 2017 SLO 2 22 16 .72	Exceeded
fall 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86%	Met
fall 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86%	Met
105A 45333 R 10:20 – 11:45 Fall 2015 SLO 1 25 21 .84 105A 54506 T 19:40 – 21:05 Spring 2016 SLO 1 25 22 .88 105A 53678 F 10:20 – 11:45 Fall 2016 SLO 1 25 22 .88 105A 92217 T 16:30 -17:55 Spring 2017 SLO 1 26 20 .76 105A 98419 R 10:20 - 11:45 Fall 2017 SLO 1 16 13 .81	Exceeded

105A Spring 2015 SLO 2 28 20 .71 105A 45333 R 10:20 – 11:45 Fall 2015 SLO 2 25 24 .96 105A 54506 T 19:40 – 21:05 Spring 2016 SLO 2 25 22 .88 105A 53678 F 10:20 – 11:45 Fall 2016 SLO 2 25 22 .88 105A 92217 T 16:30 -17:55 Spring 2017 SLO 2 26 9 .34 105A 98519 R 10:20 - 11:45 Fall 2017 SLO 2 16 11 .68	Not Met
SPRING 2016 # students assessed = 24 # students @ or above 70% = 17 % students @ or above 70% = 70% Average grade = 75.2 FALL 2016 # students assessed = 20 # students @ or above 70% = 16 % students @ or above 70% = 80% Average grade = 82.4 SPRING 2017 # students assessed = 22 # students @ or above 70% = 13 % students @ or above 70% = 70% Average grade = 74.9 FALL 2017 # students assessed = 20 # students @ or above 70% = 15 % students @ or above 70% = 75% Average grade = 79.6	Met

SPRING 2016 # students assessed = 24 # students @ or above 70% = 22 % students @ or above 70 = 91% Average grade = 86.2 FALL 2016 # students assessed = 20 # students @ or above 70% = 19 % students @ or above 70% = 95 Average grade = 87.0 SPRING 2017 # students assessed = 22 # students @ or above 70% = 19 % students @ or above 70% = 86 Average grade = 83.6 FALL 2017 # students assessed = 20 # students @ or above 70% = 15 % students @ or above 70% = 75 Average grade = 80.6	Met
106A 45344 R 11:55 – 13:20 Fall 2015 SLO 1 25 22 .88 106A 54494 T 21:15 - 22:40 Spring 2016 SLO 1 22 20 .90 106A 35084 M 19:50 – 23:00 Summer 2017 SLO 1 20 17 .85 106A 98422 R 11:55 - 13:20 Fall 2017 SLO 1 14 14 1.00	Exceeded
106A 45344 R 11:55 – 13:20 Fall 2015 SLO 2 25 21 .84 106A 54494 T 21:15 - 22:40 Spring 2016 SLO 2 22 19 .86 106A 35084 M 19:50 – 23:00 Summer 2017 SLO 1 20 16 .80 106A 98422 R 11:55 - 13:20 Fall 2017 SLO 2 14 14 1.00	Exceeded

SPRING 2016 # students assessed = 24 # students @ or above 70% = 21 % students @ or above 70% = 87% Average grade = 84% FALL 2016 # students assessed = 17 # students @ or above 70% = 15 # students @ or above 70% = 88% Average grade = 85% SPRING 2017 # students assessed = 23 # students @ or above 70% = 17 # students @ or above 70% = 73% Average grade = 80% FALL 2017 # students assessed = 19 # students @ or above 70%= 15 # students @ or above 70% = 78% Average grade = 90%	Met
SPRING 2016 # students assessed = 24 # students @ or above 70% = 22 % students @ or above 70% = 91% Average grade = 87% FALL 2016 # students assessed = 17 # students @ or above 70% = 16 % students @ or above 70% = 94% Average grade = 92% SPRING 2017 # students assessed = 23 # students @ or above 70% = 21 % students @ or above 70% = 91% Average grade = 89% FALL 2017 # students assessed = 19 # students @ or above 70% = 18 % students @ or above 70% = 94% Average grade = 81%	Met

fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching Fall 2016 Summary of Findings: number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% 2017 Results: Acceptable Target Achievement:	Met

fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching	Met

fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

Semester: Fall 2015 Number of students assessed = 21 Number of students at or above 70% = 18 Percentage of students at or above 70% = 85.7 Average class grade in percent = 81.9 spring 2016 number of students assessed = 21 number of students above 70% = 12 percentage of students above 70% = 57% class average in percent = 70% Fall 2016 number of students assessed = 24 number of students above 70% = 23 percentage of students above 70% = 96% class average in percent = 78.1% Spring 2017 number of students assessed = 22 number of students above 70% = 21 percentage of students above 70% = 100% class average in percent = 78.8% Fall 2017 number of students assessed = 22 number of students above 70% = 22 percentage of students above 70% = 100% class average in percent = 84.3%	Met

fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal Target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable Target - Met Ideal Target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met
Fall 2016 number of students assessed = 25 number of students above 70% = 24 percentage of students above 70% = 97% class average in percent = 77.1% Spring 2017 number of students assessed = 19 number of students above 70% = 19 percentage of students above 70% = 100% class average in percent = 80.2% Fall 2017 number of students assessed = 20 number of students above 70% = 17 percentage of students above 70% = 85% class average in percent = 81.2%	Met

Fall 2016 number of students assessed = 25 number of students above 70% = 24 percentage of students above 70% = 97% class average in percent = 77.1% Spring 2017 number of students assessed = 19 number of students above 70% = 19 percentage of students above 70% = 100% class average in percent = 80.2%	Met
fall 2017 number of students assessed = 24 number of students above 70% = 24 percentage of students above 70% = 100% class average in percent = 85%	Met
fall 2017 number of students assessed = 24 number of students above 70% = 24 percentage of students above 70% = 100% class average in percent = 85%	Met

Semester: Fall 2015 Number of students assessed = 18 Number of students at or above 70% = 14 Percentage of students at or above 70% = 77.7 Average class grade in percent = 81.1 spring 2016 number of students assessed = 20 number of students above 70% = 18 percentage of students above 70% = 90% class average in percent = 80% Fall 2016 number of students assessed = 16 number of students above 70% = 16 percentage of students above 70% = 100% class average in percent = 77.9% Spring 2017 number of students assessed = 19 number of students above 70% = 19 percentage of students above 70% = 100% class average in percent = 92.0% Fall 2017 number of students assessed = 22 number of students above 70% = 22 percentage of students above 70% = 100% class average in percent = 84.3%	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable Target - Met Ideal Target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met
Fall 2016 number of students assessed = 18 number of students above 70% = 18 percentage of students above 70% = 100% class average in percent = 87.9% Spring 2017 number of students assessed = 19 number of students above 70% = 19 percentage of students above 70% = 100% class average in percent = 92.2% Fall 2017 number of students assessed = 19 number of students above 70% = 17 percentage of students above 70% = 89% class average in percent = 90.4%	Met

Fall 2016 number of students assessed = 18 number of students above 70% = 18 percentage of students above 70% = 100% class average in percent = 87.9% Spring 2017 number of students assessed = 19 number of students above 70% = 19 percentage of students above 70% = 100% class average in percent = 92.2%	Met
Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met
spring 2015 number of students assessed = 17 number of students above 70% = 17 percentage of students above 70% = 100 class average in percent = 85.5% fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% spring 2016 number of students assessed = 20 number of students above 70% = 20 percentage of students above 70% = 100 class average in percent = 86%	Met

spring 2015 number of students assessed = 17 number of students above 70% = 17 percentage of students above 70% = 100 class average in percent = 85.5% fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% spring 2016 number of students assessed = 20 number of students above 70% = 20 percentage of students above 70% = 100 class average in percent = 86%	Met
Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met
spring 2015 number of students assessed = 17 number of students above 70% = 17 percentage of students above 70% = 100 class average in percent = 85.5% fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% spring 2016 number of students assessed = 20 number of students above 70% = 20 percentage of students above 70% = 100 class average in percent = 86%	Met

spring 2015 number of students assessed = 17 number of students above 70% = 17 percentage of students above 70% = 100 class average in percent = 85.5% fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% spring 2016 number of students assessed = 20 number of students above 70% = 20 percentage of students above 70% = 100 class average in percent = 86%	Met
Spring 2016 # students = 21 # students above 70% = 18 % students above 70% = 86% Average grade = 78%	Met
Spring 2016 # students = 21 # students above 70% = 18 % students above 70% = 86% Average grade = 78%	Met
Spring 2016 # students = 21 # students above 70% = 18 % students above 70% = 86% Average grade = 78%	Met
spring 2016 number of students assessed = 19 number of students above 70% = 19 percentage of students above 70% = 100% class average in percent = 84%	Met
spring 2016 number of students assessed = 19 number of students above 70% = 19 percentage of students above 70% = 100% class average in percent = 84%	Met

spring 2016 number of students assessed = 19 number of students above 70% = 19 percentage of students above 70% = 100% class average in percent = 84%	Met
203 73347 F 16:30 – 1940 S 09:00 – 12:00 Summer 2017 SLO 1 18 15 .83	Exceeded
Met stated goal	Met
Met stated goal	Met
Met Stated Goal	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met

Fall 2015 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching Spring 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86% Acceptable target - Met Ideal target - Approaching	Met
Fall 2016 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 96% class average in percent = 83.2% Spring 2017 number of students assessed = 20 number of students above 70% = 20 percentage of students above 70% = 100% class average in percent = 87.1% Fall 2017 number of students assessed = 22 number of students above 70% = 21 percentage of students above 70% = 95% class average in percent = 83.5%	Met

Fall 2016 number of students assessed = 20 number of students above 70% = 20 percentage of students above 70% = 100% class average in percent = 83.0% Spring 2017 number of students assessed = 20 number of students above 70% = 20 percentage of students above 70% = 100% class average in percent = 81.1% Fall 2017 number of students assessed = 22 number of students above 70% = 22 percentage of students above 70% = 100% class average in percent = 80.3%	Met
fall 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86%	Met
fall 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86%	Met
fall 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86%	Met
fall 2017 number of students assessed = 19 number of students above 70% = 18 percentage of students above 70% = 94.7% class average in percent = 86%	Met

Course SLO not assessed for this cycle; no findings to report.	
During the assessment period, a section of the course was assessed using the assessment plan. Overall, 88% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a section of the course was assessed using the assessment plan. Overall, 92% of students achieved a score of 70% or better on this SLO.	Exceeded
During the 2015-16 academic year, the BANK 104 course was assessed using the assessment plan. 94% of students achieved a score of 70% or better on this SLO.	Exceeded
During the 2015-16 academic year, the BANK 104 course was assessed using the assessment plan. 94% of students achieved a score of 70% or better on this SLO.	Exceeded
During the 2015-16 academic year, the BANK 104 course was assessed using the assessment plan. 94% of students achieved a score of 70% or better on this SLO.	Exceeded
During the 2015-16 academic year, the BANK 104 course was assessed using the assessment plan. 94% of students achieved a score of 70% or better on this SLO.	Exceeded
N/A - this course was not offered during the Fall 2015 - Spring 2018 Cycle.	
N/A - this course was not offered during the Fall 2015 - Spring 2018 Cycle.	

N/A - this course was not offered during the Fall 2015 - Spring 2018 Cycle.	
N/A - this course was not offered during the Fall 2015 - Spring 2018 Cycle.	
N/A - This course was not offered during the assessment period.	
N/A - This course was not offered during the assessment period.	
N/A - This course was not offered during the assessment period.	
N/A - This course was not offered during the assessment period.	
N/A - This course was not offered during the assessment period.	
Two sections (Friday labs) with shared lecture (MW am) Fall 2017 : students passed assessment with 85.7% average.	Met
Two sections (Friday labs) with shared lecture (MW am) Fall 2017 : students passed assessment with 86.8% average.	Met
Assessment performed in Fall 2014. Total 8 sections. 82% of students achieved 80% or better. CRNs	Exceeded
Assessment performed in Fall 2014. Total of 8 sections assessed. 70% of students achieved 80% or better.	Met

Assessment performed in Fall 2014. Total of 8 sections were assessed. 89% of students achieved 80% or better.	Exceeded
Based on the last assessment, these students are on par with previous assessment groups, 85% on average.	Met
A total of three sections of BIOL 130 were offered in spring 16, spring 17 and fall 17 semesters. Over this cycle, the average % of students earning ≥ C in all three sections was 84%. % of students ≥ C each semester Spring 16 84% Spring 17 92% Fall 17 76%	Exceeded
A total of three sections of BIOL 130 were offered in spring 16, spring 17 and fall 17 semesters. Over this cycle, the average % of students earning ≥ C in all three sections was 82%. % of students ≥ C each semester Spring 16 76% Spring 17 88% Fall 17 81%	Exceeded
Spring 2016- 8 students of 12 enrolled earned 70% or above Fall 2016- 13 students of 23 enrolled earned 70% or above Spring 2017- 25 students of 29 enrolled earned 70% or above Overall the 3 semesters have greater than 70% of the students that have passed the	Met

Spring 2017- 20 students of 23 enrolled earned greater than 70% on the SLO assessment of the laboratory notebook.	Exceeded
100% of the 19 students in Fall 2016 achieved 80% or higher on the SLO assessment of the laboratory notebook assignment.	Exceeded
Assessments scored in two ways: Post-test Cut Off of ≥55 % 17 out of 23 students 74% Increase Cut Off of ≥10% 21 out of 23 students 91%	Met
Although the last group of students assessed met target, it was during a summer session as opposed to a comparable regular semester.	Met
Evaluating data from 2017 - will continue to monitor.	Met
Evaluating data from 2017 - will continue to monitor.	Met
Findings not available for this cycle as SLO was developed during this cycle.	

Students in all 46 sections offered since Fall15 were assessed; 6 sections in Fall 2015 and 10 sections in each semester from Sp16 - F17). Over this cycle, the average % of students earning ≥ C (F15 - F17) in all sections was 74% SLO Description Scientific Method & Report Writing % of students ≥ C each semester Fall 2015 91% Sp 2016 68% Fall 2016 73% Sp 2017 69% Fall 2017 67%	Not Met
Students in all 46 sections offered since Fall15 were assessed; 6 sections in Fall 2015 and 10 sections in each semester from Sp16 - F17). Over this cycle, the average % of students earning ≥ C (F15 - F17) in all sections was 80% SLO Description Molecular Biology Concepts % of students ≥ C each semester Fall 2015 87% Sp 2016 77% Fall 2016 79% Sp 2017 84% Fall 2017 72%	Exceeded
Students in all 46 sections offered since Fall15 were assessed; 6 sections in Fall 2015 and 10 sections in each semester from Sp16 - F17). Over this cycle, the average % of students earning ≥ C (F15 - F17) in all sections was 80%. SLO Description Cells and viruses (Concept map) % of students ≥ C each semester Fall 2015 83% Sp 2016 76% Fall 2016 87% Sp 2017 77% Fall 2017 75%	Exceeded

Students in all 46 sections offered since Fall15 were assessed; 6 sections in Fall 2015 and 10 sections in each semester from Sp16 - F17). Over this cycle, the average % of students earning ≥ C (F15 - F17) in all sections was 82%. SLO Description Biotechnology % of students ≥ C each semester Fall 2015 85% Sp 2016 83% Fall 2016 77% Sp 2017 82% Fall 2017 81%	Exceeded
Students in all 46 sections offered since Fall15 were assessed; 6 sections in Fall 2015 and 10 sections in each semester from Sp16 - F17). Over this cycle, the average % of students earning ≥ C (F15 - F17) in all sections was 89%. SLO Description Student Presentation % of students ≥ C each semester Fall 2015 95% Sp 2016 82% Fall 2016 83% Sp 2017 98% Fall 2017 88%	Exceeded
Last assessment groups scored 78% on average	Exceeded
Latest assessment group scored 85% average	Exceeded
Based on the last assessment performed by all sections some sections met the acceptable target of 70% while others met the ideal target of 80%	Met

We found that more than 80% students enrolled in this course completed the 16 hours expected to enhance appreciation and understanding of material previously studied in biology.	Met
Students are easily meeting this important objective.	Met
Evaluating data from 2018 - will continue to monitor.	Met
Evaluating data from 2015 - will continue to monitor. Students easily meeting this objective.	Exceeded
Evaluating data from 2018 - will continue to monitor. Students easily meeting this objective.	Exceeded
80% of students met the requirement	Met
1 student enrolled in Fall 2017-meet the requirement for the class.	Met
target not met	Not Met
target not met	Not Met
Target exceeded. Ideal approaching.	Exceeded

Target exceeded. Ideal approaching	Exceeded
During the assessment period, a representative sample consisting of 18 different BUSE 100 sections were assessed using the assessment plan. The sample included both face-to-face and online sections, as well as those offered at off campus locations. Overall, 91% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 18 different BUSE 100 sections were assessed using the assessment plan. The sample included both face-to-face and online sections, as well as those offered at off campus locations. Overall, 87% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 18 different BUSE 100 sections were assessed using the assessment plan. The sample included both face-to-face and online sections, as well as those offered at off campus locations. Overall, 87% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 9 different BUSE 101 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 91% of students achieved a score of 65% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 9 different BUSE 101 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 91% of students achieved a score of 65% or better on this SLO.	Exceeded

During the assessment period, a representative sample consisting of 9 different BUSE 101 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 91% of students achieved a score of 65% or better on this SLO.	Exceeded
During the assessment period, two BUSE 115 sections were assessed using the assessment plan. Overall, 93% of students achieved a score of 65% or better on this SLO.	Exceeded
During the assessment period, two BUSE 115 sections were assessed using the assessment plan. Overall, 93% of students achieved a score of 65% or better on this SLO.	Exceeded
During the assessment period, two BUSE 115 sections were assessed using the assessment plan. Overall, 89% of students achieved a score of 65% or better on this SLO.	Exceeded
During the assessment period, two BUSE 115 sections were assessed using the assessment plan. Overall, 86% of students achieved a score of 65% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 17 different BUSE 119 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 94% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 17 different BUSE 119 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 94% of students achieved a score of 70% or better on this SLO.	Exceeded

During the assessment period, a representative sample consisting of 17 different BUSE 119 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 97% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 17 different BUSE 119 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 97% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 5 different BUSE 120 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 100% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 5 different BUSE 120 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 97% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 5 different BUSE 120 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 84% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 5 different BUSE 120 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 98% of students achieved a score of 70% or better on this SLO.	Exceeded

During the assessment period, a representative sample consisting of 9 different BUSE 140 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 88% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 9 different BUSE 140 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 83% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 9 different BUSE 140 sections were assessed using the assessment plan. The sample included both face-to-face and online sections. Overall, 82% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 3 different sections were assessed using the assessment plan. Overall, 86% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 3 different sections were assessed using the assessment plan. Overall, 87% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a section was assessed using the assessment plan. Overall, 96% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a section was assessed using the assessment plan. Overall, 85% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a section was assessed using the assessment plan. Overall, 92% of students achieved a score of 70% or better on this SLO.	Exceeded

During the assessment period, a section was assessed using the assessment plan. Overall, 88% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a section was assessed using the assessment plan. Overall, 92% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a section was assessed using the assessment plan. Overall, 88% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a section was assessed using the assessment plan. Overall, 100% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a section was assessed using the assessment plan. Overall, 91% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 7 different sections were assessed using the assessment plan. Overall, 90% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 7 different sections were assessed using the assessment plan. Overall, 94% of students achieved a score of 70% or better on this SLO.	Exceeded
Course SLO not assessed for this cycle; no findings to report.	
During the assessment period, several online sections of CBTE 114 were assessed. Overall, approximately 82% of the students achieved a score of 70% or better on SLO 1.	Exceeded
Overall, 85% of students achieved a score of 70% or higher on this SLO.	Exceeded

Overall, 76% of students achieved a score of 70% of higher on this SLO	Met
Overall, 83% of students achieved a score of 75% or higher on this SLO.	Exceeded
Overall, 73% of students achieved a score of 75% or higher on SLO 1.	Met
Overall, 75% of students achieved a score of 75% or higher on this SLO.	Met
Overall, 71% of students achieved a score of 75% or higher on this SLO.	Met
Overall, 83% of students achieved a score of 75% or higher on this SLO.	Exceeded
Overall, 72% of students achieved a score of 75% or higher on this SLO.	Met
Overall, 80% of students achieved a score of 75% or higher on this SLO.	Met
Overall, 76% of students achieved a score of 75% or higher on this SLO.	Met
Overall, 70% of students achieved a score of 75% or higher on this SLO.	Met

Overall, 79% of students achieved a score of 75% or higher on this SLO.	Met
Overall, approximately 80% of the students achieved a score of 70% or better on SLO 1.	Met
Overall, approximately 80% of the students achieved a score of 70% or better on SLO 1.	Exceeded
Overall, approximately 83% of the students achieved a score of 70% or better on SLO 2.	Exceeded
Overall, approximately 76% of the students achieved a score of 70% or better on SLO 3.	Exceeded
Overall, approximately 90% of the students achieved a score of 70% or better on SLO 4.	Exceeded
Overall, approximately 71% of the students achieved a score of 70% or better on SLO 1.	Met

Overall, approximately 77% of the students achieved a score of 70% or better on SLO 1.	Met
Course SLO not assessed for this cycle; no findings to report.	
Three courses were evaluated for the SLOs for Chem 100 A total of 102 students were given the assessment. 58 students or 56.9 % scored below a 60%. 44 students or 43.1 % scored above a 60%	Not Met
Two lab sections were given the SLOs for the Chem 100Lab. A total of 38 students were assessed. 3 out of 38 or 7.9 % received less than 70% of the score 35 out of 38 or 92.1 received better than 70 of the score.	Exceeded
Fall 2016 Number of students getting 7/10 or More 4/12 plus 2/10 6/22 = 22% Spring 2017 Number of students getting 7/10 or More 5/22 = 23%	Not Met

The SLO was based on students final exam which consisted with questions based on SLOs criteria and an essay result that discussed "Factors and cures that affect the Health of Planet Earth". There were 11 students who completed the course and 1 student (9%) scored below the 70% threshold and 10 students (91%) scored above the 70%.	Met
Department currently discussing whether or not to offer course.	Met
Assessment of Spring 2017 class: 30 students-28 earned 70% or above on SLO outcome #1. or 93% of enrolled students met standards	Exceeded
Assessment of Spring 2017 class: 30 students-28 earned 70% or above on SLO outcome #1. or 93% of enrolled students met standards	Exceeded
Assessment of Spring 2017 class: 30 students-28 earned 70% or above on SLO outcome #3. or 93% of enrolled students met standards	Exceeded

Fall 2016-31 students of 33 enrolled earned 70% or above on the lab practical. Spring 2017- 30 students of 31 enrolled earned 70% or above on the lab practical. For the 2016-2017 school year, the SLO of greater was exceeded as 95% of students met the SLO expectations.	Exceeded
In Fall 2015, 177 students were assessed for SLO #1. Of these, 157 students (88.7%) scored 70% or higher. In Spring 2016, 267 students were assessed for SLO #1. Of these, 240 students (89.9%) scored 70% or higher. In Fall 2016, 277 students were assessed for SLO #1. Of these, 227 students (81.9%) scored 70% or higher. Fall 2016 was a time when course sections were expanded and quite a number of new faculty members were teaching the course for the first time. This could explain the slight dip in the percent of students who met or exceeded the target. In Spring 2017, 323 students were assessed for SLO #1. Of these, 260 students (80.5%) scored 70% or higher.	Exceeded

In Fall 2015, 177 students were assessed for SLO #2. Of these, 165 students (93.2%) scored 70% or higher. In Spring 2016, 268 students were assessed for SLO #2. Of these, 253 students (94.4%) scored 70% or higher. In Fall 2016, 281 students were assessed for SLO #2. Of these, 242 students (86.1%) scored 70% or higher. Fall 2016 was a time when course sections were expanded and quite a number of new faculty members were teaching the course for the first time. This could explain the slight dip in the percent of students who met or exceeded the target. This is still the SLO with the highest success rate of all three SLO's for this course. In Spring 2017, 323 students were assessed for SLO #2. Of these, 261 students (80.8%) scored 70% or higher.	Exceeded

In Fall 2015, 177 students were assessed for SLO #3. Of these, 137 students (77.4%) scored 70% or higher. In Spring 2016, 268 students were assessed for SLO #3. Of these, 212 students (79.1%) scored 70% or higher. In Fall 2016, 280 students were assessed for SLO #3. Of these, 188 students (67.1%) scored 70% or higher. Fall 2016 was a time when course sections were expanded and quite a number of new faculty members were teaching the course for the first time. This might explain the dip in the percent of students who met or exceeded the target. This is the first time in awhile that acceptable target achievement was not met or exceeded and this is still the SLO with the lowest success rate of all three SLO's for this course. In Spring 2017, 323 students were assessed for SLO #3. Of these, 214 students (66.3%) scored 70% or higher.	Not Met
For Spring 2016, 171 students took the Final Lab Practical. Of these, 148 students (87%) scored 70% or higher. For Fall 2016, 267 students took the Final Lab Practical. Of these, 241 students (90%) scored 70% or higher. For Spring 2017, 148 students took the Final Lab Practical. Of these, 127 students (85.8%) scored 70% or higher.	Exceeded

In Fall 2016, 137 students took the ACS standardized exam. Of these, 95 students (69%) scored in the 50th percentile or higher. Results increased in comparison to the previous two semesters. Students should be made more aware of the standardized exam and given practice problems when appropriate. In Spring 2017, 223 students took the ACS standardized exam. Of these, 142 students (64%) scored in the 50th percentile or higher. In Fall 2017, 217 students took the ACS standardized exam. Of these, 151 students (70%) scored in the 50th percentile or higher.	Met
For Fall 2016, 212 students were assessed. Of these, 176 students (83%) earned a 70% or above on the evaluative report. For Fall 2017, 237 students were assessed. Of these, 205 students (86%) earned a 70% or above on the evaluative report.	Exceeded
In Spring 2016, 54/68 students (79%) achieved a raw score in the 50th percentile or higher on the ACS Full-year Exam for General Chemistry. In Spring 2017, 80/94 students (85%) achieved a raw score in the 50th percentile or higher on the ACS Full-year Exam for General Chemistry. In Fall 2017, 41/70 students (59%) achieved a raw score in the 50th percentile or higher on the ACS Full-year Exam for General Chemistry.	Not Met
For Spring 2016, 71 students submitted an evaluative report. Of these, 43 students (61%) scored 80% or higher. For Spring 2017, 93 students submitted an evaluative report. Of these, 79 students (85%) scored 70% or higher. For Fall 2017, 70 students submitted an evaluative report. Of these, 48 students (69%) scored 70% or higher.	Not Met

Fall 2015 - 13/20 Spring 2016 - 17/28 Fall 2016 - 38/51 Spring 2017 - 27/59 (Not all sections assessed) 95/158 (60%)	Not Met
Spring 2017 Assessed 13/19 and 13/15 26/34 = 76%	Exceeded
Fall 2015 - 8/9 Spring 2016 - 14/20 Fall 2016 - 11/18 Spring 2017 - 19/37 students scored a 36 or higher on ACS Full Year Organic Exam 2012 Version = 52/84 62%	Not Met
Fall 2015 - 3/10 Spring 2016 - 16/19 Fall 2016 - 11/19 Spring 2017 - 11/18 Scored a 70% or higher 41/66 = 62%	Not Met

Data shows the result of two experiments that students completed Calibration curve analysis on their experiment data. There were 11 students who finished the semester and in these two experiments they averaged 26.7 / 30 or 89.1%. All 11 students passed the SLO in this course. In terms of grades, the following is the break down- 4 students = A 6 students = B 1 student = C Class % for course is 86.3 %	Exceeded
Spring 2016- 9 students of 9 enrolled enrolled that complete 48 hours of service learning per unit. Fall 2016- 8 students of 8 enrolled enrolled that complete 48 hours of service learning per unit. Spring 2017- 8 students of 8 enrolled enrolled that complete 48 hours of service learning per unit.	Exceeded
Summary of Findings: For the Fall 2015, the findings are: Section 1 = 100% (SLO #1) Section 2 = 95% (SLO #1) For the Spring 2016, the findings are: Section 1 = 90% (SLO #1) Average of both semester	Exceeded
Section 1 = 100% (SLO #2) Section 2 = 95% (SLO #2) For the Spring 2016, the findings are: Section 1 = 85% (SLO #1) 85% (SLO #2)	Met

Fall 2015 Findings for Lewis 22/27 81% Fall 2015 Findings for Hunter 34/39 87% Fall 2015 Findings for Hammond 22/32 68% Spring 2016 Findings for Lewis 29/29 100% Spring 2016 Findings for Hunter 23/28 82% Spring 2016 Findings for Hammond 21/30 70% Fall 2016 Lewis (48889) 16/17 96% Spring 2017 Lewis (57377) 20/20 Spring 2017 Lewis (30019) 17/17	Met
Fall 2015 Findings for Lewis 22/27 81% Fall 2015 Findings for Hunter 34/39 87% Fall 2015 Findings for Hammond 27/32 84% Spring 2016 Findings for Lewis 23/28 82% Spring 2016 Findings for Hunter 23/28 82% Spring 2016 Findings for Hammond 23/30 77% Fall 2016 Lewis (48889) 13/17 79% Spring 2017 Lewis (57377) 17/20 Spring 2017 Lewis (30019) 14/17	Met
SECTION 1 = 95% SECTION 2 = 93%	Exceeded
Fall 2015 Hunter 67/67 students Spring 2016 Hunter 64/67 students Fall 2016 Hunter 68629 27/33 Fall 2016 Hunter 65156 22/28 Spring 2017 Hunter 89462 31/31 Spring 2017 Hunter 52276 28/28	Exceeded
Fall 2015 Hunter 67/67 students 100% Spring 2016 Hunter 64/67 students 95% Fall 2016 Hunter 68629 28/33 students Fall 2016 Hunter 65156 24/28 students Spring 2017 Hunter 89462 31/31 students Spring 2017 Hunter 52276 28/28 students	Exceeded

Fall 2016 Einolander 32/34 students	Met
No findings reported at this time 5/2017	
No findings to report at this time 5/2017	
No findings reported at this time 5/17	
No findings to report at this time 5/17	
No findings to report at this time 5/17	
95% completed SLO #1	Exceeded
95% completed SLO #2	Exceeded
Fall 2015 Hunter 32/33 Spring 2016 Hunter 31/31 Cecil 18/18 Fall 2016 Hunter 90823 27/27 Spring 2017 Hunter 29/29 Spring 2017 Cecil 10/12	Exceeded

Fall 2015 Hunter 32/33 96% Spring 2016 Hunter 31/31 Spring 2016 Cecil 18/18 Fall 2016 Hunter 26/27 Spring 2017 Hunter 27/29 Spring 2017 Cecil 12/12	Exceeded
33 out of 35 students met this measure	Met
24 out of 25 students shared a current issue facing children and their families and met with success	Met
Not offered this year	
82% completed A,B &C	Met
85% designed a Lesson Plan	Met
80% implemented	Met
Not Met 8 out of 33 students = 24% Met at 80% 5 out of 33 students = 15% Above 80% 20 out of 33 students = 60% Total 76%	Not Met

Findings for Spring 176, not yet available	
Fall 2015 Lewis 19/23 82% Fall 2015 Lewis 28/30 93% Spring 2016 Elias 26/28 92% Spring 2016 Lewis 23/27 85% Fall 2016 no findings reported Spring 2017 Elias 32/35 students Spring 2017 Lewis 27/27 students	Met
93% completed this SLO	Exceeded
93% MET THIS SLO.	Exceeded
No findings to report at this time 5/2017	
No findings to report at this time	
No findings to report at this time 5/2017	
No findings to report at this time 5/2017	
Course SLO not assessed for this cycle; no findings to report.	
No findings to report 5/17	

No findings to report 5/17	
Intersession 1/2017 100& met	Exceeded
10 students completed the goal	Met
4 students met the measure	Met
one student met the measure	Met
Met stated goal	Met
Met stated goal	Met
We did a great job.	Exceeded
we are doing great.	Exceeded
we are doing great.	Exceeded
we are doing great	Exceeded
wow. great work.	Exceeded

Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 94.1% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 95.8% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 96.2% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 97.0% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 88.5% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 86.9% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 75.0% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 82.7% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 92.7% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 100% success.	Exceeded

Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 95.1% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 90.2% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 80% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 80% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 80% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 77.1% success.	Exceeded
Based on the findings across all of our courses, our students are need improvement in achieving the related outcomes we have established with 54.3 % success.	Not Met
Because COMS 99 has not been offered in several years, we do not have any findings. We will be offering the course in either Fall 2018 or Spring 2019. SLOs will be determined at that time.	Exceeded
93% of students achieved acceptable target. 81% of students achieved ideal target.	Exceeded
93% of students achieved acceptable target 81% of students achieved ideal target	Exceeded
Acceptable target met . Moving toward ideal target.	Met
target met, approaching ideal	Met
Implementing SP2 into the diesel safety training has allowed students to enhance their safety training outside of school. This gives them ample time to watch and read material that prepares them for their safety test.	Met

The use of the training tool has helped the scores on the quizzes go up, indicating better understanding of the material.	Met
Students are meeting the standards. The curriculum has been adjusted to help students understand the material better by spending more time on topics that are challenging.	Met
The students are meeting the acceptable target achievement. They are passing the course tests and demonstrating an understanding of vehicle inspections and maintenance.	Met
The students do well in the shop environment using their hands to change oil, inspect vehicles, and use shop equipment. They demonstrate an understanding of the work that is needed to prepare them for the heavy duty shop environment.	Met
The students are using the newly purchased HVAC lab aids to understand the HVAC system. The test scores as well as performance scores are at acceptable levels.	Met

The students are demonstrating an ability to use the HVAC RRR systems to fully service air conditioning systems. They service vehicles that are functioning, and then return that vehicle's air conditioning system to working order.	Met
In discussions and review with faculty; The scores are acceptable. Continue to monitor and look to ways to improve course.	Exceeded
In discussions and review with faculty; The scores are acceptable. Continue to monitor and look to ways to improve course. See attached files on outcome measure #1	Exceeded
In discussions and review with faculty; The scores are acceptable. Continue to monitor and look to ways to improve course. See attached files on outcome measure #1	Exceeded
In discussions with Diesel faculty, the students are scoring above the standard. We will continue to monitor and look for ways to improve.	Exceeded

In discussions with Diesel faculty, the students are scoring above the standard. We will continue to monitor and look for ways to improve.	Exceeded

In discussions with Diesel faculty, the students are scoring above the standard. We will continue to monitor and look for ways to improve.	Exceeded
When reviewing the stats. 19% of the students assessed did not pass the outcome test. This is acceptable.	Met

The students demonstrated a strong understanding of this outcome during this cycle.	

The students demonstrated a strong understanding of this outcome.	Met
In discussions with Diesel faculty, the students are scoring above the standard. We will continue to monitor and look for ways to improve. The Diesel Faculty discussed the aging lab engines and recommended that they be upgraded to engines that meet 2007 or newer emission standards.	Exceeded

In discussions with Diesel faculty, the students are scoring above the standard. We will continue to monitor and look for ways to improve. The Diesel Faculty discussed the aging lab engines and recommended that they be upgraded to engines that meet 2007 or newer emission standards.	Exceeded

In discussions with Diesel faculty, the students are scoring above the standard. We will continue to monitor and look for ways to improve. The Diesel Faculty discussed the aging lab engines and recommended that they be upgraded to engines that meet 2007 or newer emission standards.	Exceeded
Students have demonstrated that they can identify major engine components and systems. 3 of them had problems. we will look into ways to improve instruction.	Met

Students demonstrated the ability to use service literature to gather engine service information.	Exceeded

Students have demonstrated the ability to run an engine after major service work.	Met
In discussions with the Diesel Faculty we know that we have met the standard. However, we are always looking at ways to improve the test taking ability of our students.	Met

After reviewing the data our students are doing well with demonstrating the manipulative skills.	Met

After reviewing the data our students are doing well with demonstrating the manipulative skills.	Exceeded
Diesel Faculty discussed the fact that only 4% of assessed students missed the mark. We are still striving to improve lecturers.	Exceeded

Students are demonstrating that they have the manipulative skills needed. We still see the need for newer engines.	Exceeded

Students are demonstrating that they have the manipulative skills needed. We still see the need for newer engines.	Exceeded
Students are demonstrating that they have the manipulative skills needed. We still see the need for newer engines.	Exceeded

Students are demonstrating that they have the manipulative skills needed. We still see the need for newer engines. The lab engines are dated and its difficult to link reading assignments to lab assignments.	Exceeded

Students are demonstrating that they have the manipulative skills needed. We still see the need for newer engines. The lab engines are dated and its difficult to link reading assignments to lab assignments.	Exceeded
The diesel Faculty discussed that the program has difficulty making the course relevant because our lab engines are out dated and the students working in the industry are using 2007 or newer engines.	Met

Students are demonstrating the manipulative skills needed but the lab engines are dated.	Exceeded

Students are demonstrating the manipulative skills needed but the lab engines are dated.	Met
Students are achieving an acceptable target for the metallurgy outcome by demonstrating their knowledge on a test.	Met
Students are demonstrating an understanding of wear by passing a test.	Met
Students are demonstrating an understanding of fractures by passing a written test and identifying different fracture types on broken engine parts.	Met

1. Total number of students assessed this cycle: 31 2. Total number of Students who scored 90% or better: 2; or 6.5% scored at this level. 3. Total number of Students who scored 80 - 89%: 14; or 45.6% scored at this level. 4. Total number of Students who scored 73 – 79%: 8; or 25.8% scored at this level. 5. Total number of Students who scored below 73: 7; or 22.6% scored at this level.	Met
1. Total number of students assessed this cycle: 31 2. Total number of Students who scored 90% or better: 10; or 32.3% scored at this level. 3. Total number of Students who scored 80 - 89%: 12; or 38.7% scored at this level. 4. Total number of Students who scored 73 – 79%: 9; or 29.0% scored at this level. 5. Total number of Students who scored below 73: 0; or 0% scored at this level.	Met

1. Total number of students assessed this cycle: 31 2. Total number of Students who scored 90% or better: 10; or 32.3% scored at this level. 3. Total number of Students who scored 80 - 89%: 11; or 35.5% scored at this level. 4. Total number of Students who scored 73 – 79%: 10; or 32.3% scored at this level. 5. Total number of Students who scored below 73: 0; or 0% scored at this level.	Exceeded
1. Total number of students assessed this cycle: 9 2. Total number of Students who scored 90% or better: 2; or 22.2% scored at this level. 3. Total number of Students who scored 80 - 89%: 5; or 55.6% scored at this level. 4. Total number of Students who scored 73 – 79%: 2; or 22.2% scored at this level. 5. Total number of Students who scored below 73: 0; or 0% scored at this level.	Exceeded

1. Total number of students assessed this cycle: 9 2. Total number of Students who scored 90% or better: 2; or 22.2% scored at this level. 3. Total number of Students who scored 80 - 89%: 4; or 44.4% scored at this level. 4. Total number of Students who scored 73 – 79%: 3; or 33.3% scored at this level. 5. Total number of Students who scored below 73: 0; or 0% scored at this level.	Exceeded

1. Total number of students assessed this cycle: 9 2. Total number of Students who scored 90% or better: 2; or 22.2% scored at this level. 3. Total number of Students who scored 80 - 89%: 3; or 33.3% scored at this level. 4. Total number of Students who scored 73 – 79%: 4; or 44.4% scored at this level. 5. Total number of Students who scored below 73: 0; or 0% scored at this level.	Exceeded
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meet performance standards set in the shop lab.	Met

Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test and by completing lab packets that utilize recently purchased electrical training aids.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test and by completing lab packets while working on lab training aids.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab. They perform brake overhauls on truck brakes.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met

Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab. They service clutches and cooling systems by following shop procedures.	Met

Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met

Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
Students are demonstrating an understanding of the source material by passing an ASE type test.	Met
Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met

Students are demonstrating an understanding of the source material by meeting performance standards set in the shop lab.	Met
In discussions with Dt-90 teaching faculty; our students are demonstrating that they understand the material and are interested in learning the associated manipulative skills. The teaching faculty have also discussed the need for newer forklifts and training materials for the course.	Exceeded
In discussions with Dt-90 teaching faculty; our students are demonstrating that they understand the material and are interested in learning the associated manipulative skills. The teaching faculty have also discussed the need for newer forklifts and training materials for the course.	Exceeded
In discussions with Dt-90 teaching faculty; our students are demonstrating that they understand the material and are interested in learning the associated manipulative skills. The teaching faculty have also discussed the need for newer forklifts and training materials for the course.	Exceeded
CRN 72973 CRN 42317 CRN 91980 CRN 42351 CRN 42326 CRN 42343 CRN 91978 CRN 73968 CRN 56238 CRN 56240 82%	Met

CRN 72973 CRN 42317 CRN 91980 CRN 42351 CRN 42326 CRN 42343 CRN 91978 CRN 73968 CRN 56238 CRN 56240 total = 82%	Exceeded
CRN 72973 CRN 42317 CRN 91980 CRN 42351 CRN 42326 CRN 42343 CRN 91978 CRN 73968 CRN 56238 CRN 56240 total = 82%	Exceeded
CRN 72973 CRN 42317 CRN 91980 CRN 42351 CRN 42326 CRN 42343 CRN 91978 CRN 73968 CRN 56238 CRN 56240 total = 82%	Exceeded
Outcome #1 satisfactory.	Met
Outcome #2 satisfactory.	Met
Outcome #3 satisfactory.	Met

Outcome #2 satisfactory.	Met
Outcome #1 satisfactory.	Met
Outcome #3 satisfactory.	Met
Fall 2016 and Intersession 2017 All students observed fostering independent learning.	Exceeded
Fall 2016 and Intersession 2017 All students observed implementing the tutoring cycle	Exceeded
Fall 2016 and Intersession 2017 All students observed demonstrating a working knowledge of basic study skills, informal diagnostic techniques, and strategies for learning in the tutor's discipline.	Exceeded
During the fall 2016 through fall 2017 cycle, 97% of all students achieved an 80% or better	Exceeded
During the fall 2016 through fall 2017 cycle, 90% of all students achieved an 80% or better.	Exceeded
During the fall 2016 through fall 2017 cycle, 96% of all students achieved an 80% or better.	Exceeded
During the fall 2016 through fall 2017 cycle, 85% of all students achieved an 80% or better.	Exceeded

During the fall 2016 through fall 2017 cycle, 70% of all students achieved an 80% or better.	Met
During the fall 2016 through fall 2017 cycle, 88% of all students achieved an 80% or better.	Exceeded
During the fall 2016 through fall 2017, 98% of all students achieved an 80% or better	Exceeded
During the fall 2016 through fall 2017, 98% of all students achieved an 80% or better	Exceeded
During the fall 2016 through fall 2017, 98% of all students achieved an 80% or better	Exceeded
During the fall 2016 through fall 2017 cycle, 86% of all students achieved an 80% or better	Exceeded
During the fall 2016 through fall 2017 cycle, 79% of all students achieved an 80% or better	Exceeded
During the fall 2016 through fall 2017 cycle, 87% of all students achieved an 80% or better	Exceeded

During the fall 2016 through fall 2017 cycle, 87% of all students achieved an 80% or better	Exceeded
During the fall 2016 through fall 2017 cycle, 86% of all students achieved an 80% or better	Exceeded
During the fall 2016 through fall 2017 cycle, 76% of all students achieved an 80% or better	Exceeded
During the Fall 2016 - Fall 2017 cycle, 99% of all students achieved an 80% or better	Exceeded
During the Fall 2016 - Fall 2017 cycle, 99% of all students achieved an 80% or better	Exceeded
During the Fall 2016 - Fall 2017 cycle, 99% of all students achieved an 80% or better	Exceeded
During the Fall 2016 - Fall 2017 cycle, 99% of all students achieved an 80% or better	Exceeded

Based on the faculty survey, 80% of students achieved a grade of C or better.	Met
Out of 11 available student artifacts, 25% (4 essays) were selected at random for review. Each was examined for proficiency in each of the four SLO's. SLO 1 – 100% showed proficiency SLO 2 – 100% showed proficiency SLO 3 – 75% showed proficiency SLO 4 – 50% showed proficiency	Met

Students passed this measure with a 95% success rate.	Exceeded
80% of students met the goal.	Exceeded
90% of students met the goal.	Exceeded
This class is offered once every two years. Current data is taken from Fall 2015 course. Total sample 15 students 20% did not meet target (3 students) 40% met the target (6 students) 40% exceeded the target (6 students) Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching Fall 2017 Findings: Total sample 11 students 9% did not meet target (1 student) 45% met the target (5 students) 45% exceeded the target (5 students)	Exceeded

Assessment is currently ongoing in spring 2016.	
Out of 19 students who completed this assessment, 7 students exceeded the target range, 9 students were within the target range, and 3 students did not meet the target.	Met
In Spring Semester of 2017, 13 out of 14 enrolled students completed the assessment. 5 students exceeded the target range, 5 students fell within the target range, and 2 students did not meet the target.	Met
Course has not been offered during this assessment cycle. Department will discuss deactivation.	Met
Course was cancelled due to low enrollment in the spring 2016.	
87% of students met the SLO with a grade of "C" or better.	Met

100% of students received at least a "C."	Exceeded
Fall 2015 findings were 95%.	Exceeded
Very successful course. 82% of students met the SLO.	Exceeded
82% of students met the SLO.	Exceeded
Course is being taught for the first time in spring 2018. No assessment yet conducted.	Not Met
Administered SLO exam in Fall 2016. 53% of students scored 70% or higher on the assessment. (I need to add something that didn't work if something didn't work.)	Not Met
Of the 34 students assessed, there were 30 agreements on whether the students met the standard, and 4 disagreements. Of the 30 agreements, 29 students met the standard, and 1 did not meet the standard, for an achievement of 97% meeting the standard.	Exceeded

Of the 34 students assessed, there were 28 agreements on whether the student met the standard and 6 disagreements. Among the 28 agreements, 26 of the students met the standard; 2 students did not meet the standard, for an achievement of 93%.	Exceeded
Of the 34 students assessed, there were 27 agreements on whether the students met or did not meet the standard. There were 7 disagreements on whether the student met the standard. Of the 27 agreements, 25 students met the standard, and 2 did not meet the standard, for an achievement of 93% meeting the standard.	Exceeded
Of the 34 students assessed, there were 31 agreements on whether the student met the standard or didn't meet the standard, and 3 disagreements. Of the 31 agreements, 31 students met the standard, and 0 students did not meet the standard, for an achievement rate of 100% of students meeting the standard.	Exceeded
For Fall 2016, 66% of English 48 students scored 70% or higher on the assessment.	Met
87% of the students met the standard.	Met
95% met this SLO>	Exceeded
98% met this SLO.	Exceeded

95% met this SLO.	Exceeded
75% met this SLO.	Exceeded
85% of students met this standard.	Exceeded
80% of students met this SLO.	Exceeded
85% of students met this SLO.	Exceeded
75% of students met this SLO.	Exceeded
80% of students were able to find the main idea of a text.	Exceeded
80% of students were able to find supporting details in a text.	Exceeded
75% of students were able to draw inferences from a text.	Exceeded
75% of students were able to identify vocabulary in context.	Exceeded
80% of students were able to identify the part of speech of word.	Exceeded

80% of students were able to correctly restate the main idea and supporting details in his/her own words.	Exceeded
Of the 10 students assessed from random selection, 9 met the standard. There was one disagreement. =100% met the standard from those agreed upon.	Exceeded
Of the 10 students assessed from random selection: 5 met the standard 4 did not meet the standard 1 disagreement =56% met the standard from those agreed upon	Not Met
Of the 10 students assessed from random selection: 5 met the standard 4 did not meet the standard 1 disagreement =56% met the standard of those agreed upon	Not Met
Of 10 students assessed from random selection: 8 met the standard 1 did not meet the standard 1 disagreement =89% met the standard of those agreed upon	Exceeded
80% of students were able to demonstrate comprehension by identifying the main idea of the reading and differentiate it from the supporting details.	
75% of students were able to create original sentences using the correct form of the word (e.g., noun, verb, adjective, adverb) and demonstrating a clear understanding of the word's correct contextual definition.	Exceeded
75% of students correctly identified the contextual meaning of at least 80% of all selected words.	Exceeded
80% of students were able to fill out missing information in an organizational structure, such as an outline or a graphic organizer.	Exceeded

70% of student showed ability to make inferences about main idea of text (based on information provided and questions asked).	Met
80% of students were able to present an opinion about a selected class topic in a prepared speech.	Exceeded
82% of students achieved Acceptable on the this SLO in their timed in-class essay.	Exceeded
88% of students achieved this SLO in their timed in class-essay assessment.	Exceeded
85% of students met this standard on the assessment.	Exceeded
70% of students met this standard on the assessment.	Met
In progress.	
In progress.	
Evaluating 2017 findings.	Met
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
In Progress	Met

Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Evaluating data from 2017 - will continue to monitor.	Met
Evaluating data from 2017 - will continue to monitor.	Met
Evaluating data from 2017 - will continue to monitor.	Met
In Progress	Met
In Progress	Met
In Progress	Met

85+ percent of students were successful.	Exceeded
85% plus students were able to demonstrate this.	Exceeded
Continuing to monitor 2017 data.	Met
In Progress.	Met
In progress.	Met
In progress.	Met
Continuing to evaluate data.	Met
Continuing to evaluate data.	Met
Continuing to evaluate data.	Met
In progress.	
In progress.	
In progress.	
One summer section to date.	Met
One summer section to date.	Met

Evaluating data from 2017 - will continue to monitor.	Met
Evaluating data from 2017 - will continue to monitor.	Met
Evaluating data from 2017 - will continue to monitor.	Met
Continuing to evaluate data.	Met
Continuing to evaluate data.	Met
An acceptable number of students met or exceeded the identified achievement.	Met
An acceptable number of students met or exceeded the identified achievement.	Exceeded
Continuing to evaluate data.	Met
In Progress	

In Progress	
In Progress	
In Progress	
In Progress	
In Progress	
In Progress	

In Progress	
In Progress	
In Progress	
In Progress	
In Progress	
Continuing to evaluate data.	Met
Continuing to evaluate data.	Met
Continuing to evaluate data.	Met

Continuing to evaluate data.	Met
Continuing to evaluate data.	Met
100% of students met the ideal target achievement, as demonstrated through participation in game play.	Met
100% of students met the ideal target achievement, as demonstrated through participation in game play.	Met
Continuing to evaluate data.	Met
Continuing to evaluate data.	Met
Based off fifteen students 100% of the students were able to achieve correct ball movement and individual movement with six out of ten uncontested shots.	Exceeded
80% of student-athletes were able to perform offensive motion without delay/fail.	Exceeded

80% of student athletes can complete the five defensive rules.	Exceeded
80% of student-athletes were able to complete without fail.	Exceeded
In Progress	

In Progress	
In Progress	
In Progress	

Continuing to evaluate data.	Met
In Progress	
In Progress	
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met

Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
In Progress	
In Progress	
In Progress	

In Progress	
In Progress	
In Progress	
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
In progress.	
In progress.	
In progress.	

In progress.	
Evaluating 2017 data.	Met
Evaluating 2017 data.	Met
Course SLO not assessed for this cycle; no findings to report.	
Course SLO not assessed for this cycle; no findings to report.	
In progress.	Met
Spring 2017 data is currently being analyzed.	Met
Spring 2017 data is currently being analyzed.	Met
Spring 2017 data is currently being analyzed.	Met
Spring 2017 data is currently being analyzed.	Met
Assessed once per year.	Met
In progress.	
In progress	Met
In progress.	Met
In progress.	

In progress.	Met
In progress.	Met
Continuing to monitor student progress.	Met
Continuing to monitor student progress.	Met
Continuing to monitor student progress.	Met
Based on assessment, over 70% met criteria.	Exceeded
This class was not offered so far in the assessment cycle.	Not Met
101 students accessed. 82% met the achieved the desired outcome.	Exceeded
101 students accessed. 82% met the achieved the desired outcome.	Exceeded
101 students accessed. 82% met the achieved the desired outcome.	Exceeded
73 students assessed and 59 achieved or exceeded the target	Met
73 students assessed and 59 achieved or exceeded the target	Exceeded
73 students assessed and 59 achieved or exceeded the target	Exceeded
Met stated goal	Met

Met stated goal	Met
Met stated goal	Met
50 students were assessed and 43 achieved or exceeded the target.	Exceeded
50 students were assessed and 43 achieved or exceeded the target.	Exceeded
50 students were assessed and 43 achieved or exceeded the target.	Exceeded
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Course not conducted during this evaluation period.	

Course not conducted during this evaluation period.	
Course not conducted during this evaluation period.	
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
69 students were assessed and 63 achieved or exceeded the target	Exceeded
69 students were assessed and 63 achieved or exceeded the target	Exceeded
69 students were assessed and 63 achieved or exceeded the target	Exceeded
All students who completed 150A have completed the course with 100% accuracy.	Exceeded
All students who completed 150A have completed the course with 100% accuracy.	Exceeded
All students who completed 150A have completed the course with 100% accuracy.	Exceeded
Met stated goal	Met
Met stated goal	Met

Met stated goal	Met
in progress	
in progress	
in progress	
in progress	
in progress	
in progress	
Course SLO not assessed for this cycle; no findings to report.	
none available	
none available	
none available	
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle	

No classes offered during the current assessment cycle	
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle.	
No classes offered during the current assessment cycle.	
No classes offered during the current assessment cycle.	
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle	
This course has been offered once per semester as is part of the new Company Officer Curriculum.	Met

Course not conducted during this evaluation period.	
Course not conducted during this evaluation period.	
Course not conducted during this evaluation period.	
Intersession 2017:100% of students were successful. Spring 2017: Fall 2017: Spring 2018:	Exceeded
Intersession 2017:100% of students were successful. Spring 2017: Fall 2017: Spring 2018:	Exceeded
Intersession 2017:100% of students were successful. Spring 2017: Fall 2017: Spring 2018:	Exceeded
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met

Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
in progress	
in progress	
in progress	
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle	
in progress	

in progress	
in progress	
in progress	
in progress	
in progress	
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Not assessed during this cycle.	
Not assessed during this cycle.	
Not assessed during this cycle.	
20 students were measured and 100% of the students were successful and exceeded the target.	Exceeded
20 students were measured and 100% of the students were successful and exceeded the target.	Exceeded
20 students were measured and 100% of the students were successful and exceeded the target.	Exceeded
No classes offered during the current assessment cycle	
No classes offered during the current assessment cycle	

No classes offered during the current assessment cycle	
Course is only offered on demand by local fire agencies. Will assess when offered.	
Course is only offered on demand by local fire agencies. Will assess when offered.	
Course is only offered on demand by local fire agencies. Will assess when offered.	
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Course is only offered on demand by local fire agencies. Will assess when offered.	

Course is only offered on demand by local fire agencies. Will assess when offered.	
Met stated goal	Met
Met stated goal	Met
Course is only offered on demand by local fire agencies. Not offered this cycle.	
394L was offered three times and ALL students received 100% of success.	Exceeded
This course has not been offered this period. Only offered on demand local fire agencies.	
in progress	
Met stated goal	Met
in progress	
in progress	
in progress	

Students exceeded the acceptable target (approximately 90% met the acceptable target) are approaching the ideal target (70% reached the ideal target).	Exceeded
Students far exceeded the standard.	Exceeded
Students have exceeded the acceptable target and are approaching the ideal target.	Exceeded
Students far exceeded the acceptable target (90%) and are approaching the ideal target (approximately 74%).	Exceeded
Geology 100 instructors do a pre and post test survey consisting of 6 multiple choice questions that cover the concepts. As expected, online classes have a higher pre-score (they can look up the answers). However, post scores are close to one another with an average of 75% meeting the average.	Exceeded
Just over 60% scored 60% or higher. The knowledge level in the classroom is decreasing as more students take the pre/co-req online	Met
72% scored 60% or higher. Numbers are artificially high since all classes are online and students can look up answers.	Exceeded
Didn't offer class yet.	Not Met
No findings yet. New course hasn't been offered yet.	
75% of students successfully completed the SLO	Not Met
Assessed Sp15, 1 section, 100% students 80%+	Exceeded
55% success rate	Not Met

During Fall 2017 data was collected and currently being analyzed.	Met
Fall 2017 data is currently being analyzed.	Met
Data from 2017 is currently being analyzed.	Met
Students are meeting the acceptable level of achievement.	Met
69% of the students achieved 70% of better 59% of the students achieved 75% or better	Not Met
75% of the students met or exceeded the 70% benchmark for SLO1	Met

85% of the students met or exceeded the 70% "Acceptable Target" benchmark for SLO1 72% of the students met or exceeded the 80% "Ideal Target" benchmark for SLO1	Exceeded
89% of the students achieved 70% or above 75% of the students achieved 75% or above	Met
Students exceeded the acceptable target and are approaching the ideal target.	Exceeded
Students met the acceptable target (approximately 75%)	Met
Students met the acceptable target, moving toward the ideal target.	Met
Students are meeting the acceptable target and approaching the ideal target	Met
Students are meeting this target and are approaching the ideal target.	Met
No findings course not offered	

Students are meeting the acceptable target and approaching the ideal target	Met
Students are achieving the acceptable target and approaching the ideal target	Met
This course was not offered during the current assessment cycle, so no data is available.	Not Met
This course was not offered during the current assessment cycle, so no data is available.	Not Met
This course was not offered during the current assessment cycle, so no data is available.	Not Met
66% of students met or exceeded the standard	Not Met
66% of students met or exceeded the standard	Not Met
66% of students met or exceeded the standard	Not Met
This course was not offered during the current assessment cycle, so no data is available.	Not Met
This course was not offered during the current assessment cycle, so no data is available.	Not Met
This course was not offered during the current assessment cycle, so no data is available.	Not Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met

Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Course was not offered, will wait until it is offered again to continue process	
Course was not offered, will wait until it is offered again to continue process	
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 87.9% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 81.8% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 87.9% success.	Exceeded
Based on the findings across all of our courses, our students are doing very well in achieving the related outcomes we have established with 90.9% success.	Exceeded
During the assessment period, a representative sample consisting of 8 different LEGL 100A sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 75% of students achieved a score of 70% or better on this SLO.	Met
During the assessment period, a representative sample consisting of 8 different LEGL 100B sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 75% of students achieved a score of 70% or better on this SLO.	Met

During the assessment period, a representative sample consisting of 4 different LEGL 105 sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 75% of students achieved a score of 70% or better on this SLO.	Met
During the assessment period, a representative sample consisting of 6 different LEGL 110 sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 75% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 6 different LEGL 115 sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 75% of students achieved a score of 70% or better on this SLO.	Met
During the assessment period, a representative sample consisting of 6 different LEGL 120 sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 2 different LEGL 140 sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, one LEGL 145 section was assessed using the assessment plan. This was a face-to-face sectios. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded

During the assessment period, a representative sample consisting of 2 different LEGL 150 sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 3 different LEGL 155 sections were assessed using the assessment plan. The sample included all face-to-face sections. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period LEGL 160 sections were assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period LEGL 165 sections were assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Met
79% of students scored 70% or higher	Met
During the assessment period LEGL 175 sections were assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period LEGL 180 sections were assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period LEGL 200 sections were assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Met
During the assessment period LEGL 205 was assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Met
During the assessment period LEGL 210 was assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded

During the assessment period LEGL 215 was assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period LEGL 220 was assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period LEGL 225 was assessed using the assessment plan. Overall, 80% of students achieved a score of 70% or better on this SLO.	Exceeded
Course SLO not assessed for this cycle; no findings to report.	
Approximately 75% of students met the acceptable target.	Met
75% of students met acceptable target - answered the question correctly	Exceeded
68% of students answered this question correctly.	Not Met
During the assessment period, a representative sample consisting of 10 different sections were assessed using the assessment plan. The sample included both face-to-face and online sections, as well as those offered at off campus locations. Overall, 92% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, a representative sample consisting of 10 different sections were assessed using the assessment plan. The sample included both face-to-face and online sections, as well as those offered at off campus locations. Overall, 94% of students achieved a score of 70% or better on this SLO.	Exceeded

During the assessment period, a representative sample consisting of 10 different sections were assessed using the assessment plan. The sample included both face-to-face and online sections, as well as those offered at off campus locations. Overall, 87% of students achieved a score of 70% or better on this SLO.	Exceeded
Course SLO not assessed for this cycle; no findings to report.	
The survey findings (https://docs.google.com/forms/d/1hC2lr0LfTEUU0qa07gsukYGxq031culVlq56qW0t3V8/viewanalytics) were very interesting. Around 35.3% (6 students) were in Math 15B Elementary Algebra Refresher. Around 35.3% of the students (6 students) were in Math 15C Intermediate Algebra Refresher. Around 29.4% (5 students) were in Math 15A Pre-Algebra Refresher. Although the numbers were not large, we had a pretty even distribution of responses from the 3 courses. The majority of the students 47.1% (8 out of the 17 students) had taken a math class last between 2-5 years ago. The next largest amount was 23.5%. 23.5% or 4 students had taken a math class between 5-10 years ago. As we suspected, the students enrolling in these refresher courses had not taken a math class recently. The goals was the most interesting part of the survey. 47.1% or 8 students wanted to preview the topics in the next course to feel more prepared. Also 29.4% or 5 students stated that they were not successful in their last math class and wanted to fill in the gaps.	

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The survey findings (https://docs.google.com/forms/d/1hC2lr0LfTEUU0qa07gsukYGxq031culVlq56qW0t3V8/viewanalytics) were very interesting. Around 35.3% (6 students) were in Math 15B Elementary Algebra Refresher. Around 35.3% of the students (6 students) were in Math 15C Intermediate Algebra Refresher. Around 29.4% (5 students) were in Math 15A Pre-Algebra Refresher. Although the numbers were not large, we had a pretty even distribution of responses from the 3 courses. The majority of the students 47.1% (8 out of the 17 students) had taken a math class last between 2-5 years ago. The next largest amount was 23.5%. 23.5% or 4 students had taken a math class between 5-10 years ago. As we suspected, the students enrolling in these refresher courses had not taken a math class recently. The goals were the most interesting part of the survey. 47.1% or 8 students wanted to preview the topics in the next course to feel more prepared. Also 29.4% or 5 students stated that they were not successful in their last math class and wanted to fill in the gaps. Of the 5 responses that we received for the exit survey, 62.5% of students felt that they did not achieve their goals while only 37.5% of students felt that they had achieved the goals. When asked, "If you didn't achieve	Not Met
This course was offered for the first time at San Diego Miramar College during Fall 2017. Since this was the first time that this course has been offered, we decided to take time during this first year to create exam questions to test these SLOs. After the department reviews the SLO questions, we will test the students from Math 47A during the next assessment cycle (Fall 2018-Spring 2021). From our preliminary results, we are very excited about this new course and we hope the results will show the students' and instructors' excitement and progress in this new course.	Met

This course was offered for the first time at San Diego Miramar College during Fall 2017. Since this was the first time that this course has been offered, we decided to take time during this first year to create exam questions to test these SLOs. After the department reviews the SLO questions, we will test the students from Math 47A during the next assessment cycle (Fall 2018-Spring 2021). From our preliminary results, we are very excited about this new course and we hope the results will show the students' and instructors' excitement and progress in this new course.	Met
103 out of 116 students or 89% of students scored a passing grade for this question	Met
86 out of 116 students or 74% of students received a passing grade on this question	Met
71 out of 116 students or 61% of students received a passing grade on this question	Not Met
85 out of 116 studentsor 73% of students received a passing grade on this question	Met
During the Fall 2015-Spring 2018 Cycle, we did not offer this course. This course will be offered for the firs time during Spring 2018. We will assess during Spring 2018.	Not Met
During the Fall 2015-Spring 2018 Cycle, we did not offer this course. This course will be offered for the firs time during Spring 2018. We will assess during Spring 2018.	Not Met
134 out of 160 students or 72% of students received a passing grade on this question	Met
115 out of 160 students or 62% of students received a passing grade on this question	Not Met

103 out of 160 students or 55% of students received a passing grade on this question	Not Met
At this point, we are not offering Math 118. However, we would not like to deactivate this course since we plan to offer it in the future. When we offer this course, we will have findings for the SLOs.	Not Met
At this point, we are not offering Math 118. However, we would not like to deactivate this course since we plan to offer it in the future. When we offer this course, we will have findings for the SLOs.	Not Met
At this point, we are not offering Math 118. However, we would not like to deactivate this course since we plan to offer it in the future. When we offer this course, we will have findings for the SLOs.	Not Met
During Fall 2017, we surveyed 9 sections of 326 students. For SLO 1, Question 1A, 65.644% of students successfully passed this SLO. For SLO 1, Question 1B, 79.45% of students successfully passed this SLO.	Met
During Fall 2017, we surveyed 9 sections of 326 students. For SLO 3, Question 1C, 58.3% of students successfully passed this SLO. For SLO 3, Question 2, 59.5% of students successfully passed this SLO.	Not Met

During Fall 2017, below are the findings. During Fall 2017, we surveyed 9 sections of 326 students. For SLO 2, Question 3A, 73.62% of students successfully passed this SLO. For SLO 2, Question 3B, 83.436% of students successfully passed this SLO. During Spring 2016, below are the findings from SLO 2. Question 1: Imagine you have a huge jar of candies that are a generic version of M&Ms. We know that 40% of the candies in the jar are brown. You create a sample by randomly pulling 20 candies out of the jar and you write down how many brown candies you got in your sample. You return the candies to the jar. One of your friends repeats the process and also creates a sample by randomly pulling 20 candies out of the jar and she writes down how many brown candies she gets in her sample. If a total of 10 different samples are created, each with 20 candies, about how many browns would you expect to find in each of the 10 samples? a. Each sample would have exactly 8 brown candies. b. Most of the samples would have 0 to 8 brown candies.	Met
74.7% of students met SLO 1.	Met
75.9% of students met SLO 2.	Exceeded

70% of students met SLO 3	Met
During Spring 2017, we administered SLO questions for Math 122. There was 1 section of 42 students. 50% of the students successfully passed SLO 1.	Not Met
During Spring 2017, we administered SLO questions for Math 122. There was 1 section of 42 students. 33.34% of the students successfully passed SLO 2.	Not Met
During Spring 2017, we administered SLO questions for Math 122. There was 1 section of 42 students. 76.19% of the students successfully passed SLO 3.	Met
64.8% of students met the SLO.	Not Met
57.8% of students met the SLO.	Not Met
50% of students met the SLO.	Not Met

54.7% of students met the SLO.	Not Met
32% of students met the SLO.	Not Met
During Spring 2017, we assessed 4 sections of Math 150. We received 163 SLO results. For Spring 2017, we found 66.9% of students successfully passed SLO 1.	Not Met
During Spring 2017, we assessed 4 sections of Math 150. We received 163 SLO results. For Spring 2017, we found 68.9% of students successfully passed SLO 2.	Not Met
During Spring 2017, we assessed 4 sections of Math 150. We received 163 SLO results. For Spring 2017, we found 63.2% of students successfully passed SLO 3.	Not Met
During Spring 2017, we assessed 4 sections of Math 150. We received 163 SLO results. For Spring 2017, we found 73.6% of students successfully passed SLO 4.	Met
During Spring 2017, we assessed 4 sections of Math 150. We received 163 SLO results. For Spring 2017, we found 49.7% of students successfully passed SLO 5.	Not Met

1. Solve applications problems involving integration and utilize integration techniques including integration by substitution, parts, partial fractions, trigonometric, tables, and computer algebra systems, and apply these techniques to the evaluation of improper integrals and the determination of their convergence or divergence properties. Question 1: Find the integral (x+7)/(x^2-x-6) dx Question 2: Find the integral e^(-2x) x^2 dx Findings for Question 1 SLO 1: 81.46% We gathered data from 3 sections of 151 students in Mat h151. 81.6% of students successfully passed SLO 1. Findings for Question 2 SLO 1: 75.5% 75.5% of students successfully answered this question. We gathered data from 3 sections of 151 students in Math 151.	Exceeded
2. Analyze and solve single linear ordinary differential equations problems involving separation of variables and solve modeling problems involving these differential equations. Solve the initial value problem given by y^'=2x/(2y+e^y) with y(0)=0. Findings: 74.2% 74.2% of students successfully passed question 3 on SLO 2.	Exceeded

3. Identify and analyze infinite sequences of real numbers and series including the geometric series, harmonic series, and telescoping sums, and determine their convergence or divergence properties using different convergence tests, including the Integral Test, the Ratio Test, the Root Test, the Comparison Test, the Limit Comparison Test, the Alternating Series Test, and the Test for Divergence. Determine whether the series is convergent or divergent. Clearly state the test you are using and show its implementation. See attached for question. Findings: 53% We gathered data from 3 sections of Math 151 from a total of 151 students. 53% of students successfully passed SLO 3 (Question 4).	Not Met
4. Determine the radius of convergence of a power series and identify the Taylor series of a given function and use it in consultation with Taylor's Theorem to approximate values of functions. Using the definition, find the Taylor Series centered at 1 for f(x) = e^2x. Do not show that R_n→0. Findings: We gathered data from 3 sections during Fall 2017 from 151 students enrolled in Math 151. 57.62% of students successfully passed Question 5 (SLO 4).	Not Met
During this cycle, we did not offer this course. However, we do not want to deactivate this course. We plan to offer this course in the future.	Met

1. Perform basic logical operations and generalize the rules of logic to set theory and Boolean Algebra. Findings: 83% We gathered data from 1 section of Math 245 of 42 students. 83% of students successfully passed Question 1 SLO 1.	Exceeded
2. Perform basic set operations and determine set equivalence and the cardinality of sets. Findings: 60% We gathered data from 1 section of 42 students. 60% of students successfully passed SLO 2.	Not Met
3. Implement various methods of proofs including proofs by induction, in proving a large selection of mathematical statements. Findings: 67% 67% of students successfully passed SLO 3 Question 3. We gathered data from 1 section of 42 students.	Not Met
4. Prove and apply basic theorems from number theory. Findings: 55% We gathered data from 1 section of 42 students during Fall 2017.	Not Met
5. Determine whether a relation is a function and identify the function's properties. Findings: 52.4% We gathered data from 1 section of 42 students. 52.4% of students successfully passed SLO 5.	Not Met

6. Apply methods of proofs and/or analysis to a variety of topics such as combinatorics, graph theory, sequences and series, or algorithms. Findings: 76% We gathered data from 1 section of 42 students. 76% of students successfully passed SLO 6.	Exceeded
During Fall 2017, we assessed 1 section of 44 students for Math 252. 72.72% of students successfully passed SLO 1.	Exceeded
During Fall 2017, we assessed 1 section of 44 students for Math 252. 36.36% of students successfully passed SLO 2.	Not Met
During Fall 2017, we assessed 1 section of 44 students for Math 252. 68.182% of students successfully passed SLO 3.	Met

1. Solve dependent systems of linear equations using Gaussian elimination and state their solutions parametrically; solve independent systems using Gaussian eliminations or the inverse of the coefficient matrix; identify systems of linear equations which are inconsistent. Findings: 69% We gathered data from 2 sections of 83 students. For SLO 1 Question 1, we found 69% of students successfully passed SLO 1.	Met
2. Solve applications involving several variables and several linear equations by solving the corresponding system of linear equations. Findings: 49% Students successfully passed SLO 2 (Question 2). We gathered data from 2 sections of 83 students.	Not Met
3. Compute the eigenvalues and corresponding eigenvectors of a square matrix, and diagonalize the matrix if possible. Findings: 78.3% We gathered data from 83 students in 2 sections of Math 254 during Fall 2017. 78.3% of students successfully passed SLO 3, Question 3.	Exceeded
Upon successful completion of the course, the student will be able to: 1. Solve various types of differential equations and initial value problems using a variety of techniques including the method of undetermined coefficients, variation of parameters, and reduction of order. SLO 1 Use Variation of Parameters to solve Findings: We had one section of Math 255 with a total of 41 students. For SLO 1 (Question 1), 50% of students successfully passed this question.	Not Met

2. Use differential equations and initial value problems to model a variety of physical phenomenon, like: motion problems, Newton's Law of Motion, variable acceleration, population models, free oscillation, damped oscillation, forced mechanical and electrical vibrations and resonance. SLO 2 A 180-gallon tank initially contains 50 lb. of salt dissolved in 90 gal of water. Brine containing 2 lb. /gal of salt flows into the tank at the rate of 4 gal/min, and the mixture flows out at the rate of 3 gal/min. Write the differential equation, with initial value, that describes the amount of salt in the tank at any time prior to the tank filling up. Do not solve. Findings: Out of 41 students in our one section of Math 255, we had 9.8% of students successfully pass SLO 2, Question 2.	Not Met
3. Find solutions to initial value problems using Laplace Transforms. SLO 3 Use Laplace Transforms to solve the following initial value problem. Findings: Out of our 41 students in our one section of Math 255, we had 60% of students successfully pass SLO 3, Question 3.	Not Met
86% met standards in Fall 2015 This result is based on 116 student responses. 85% met standards in Spring 2016. This result is based on 162 student responses. 76% met standards in Fall 2016. This result is based on 231 student responses.	Exceeded

47% of students met the standard. We tested 116 students. 52% met standards in Spring 2016. This result is based on 162 student responses. 67% met standards in Fall 2016. This results is based on 227 student responses.	Not Met
64% of students met standard. This result is based on 115 student responses. 66% met standards in Spring 2016. This result is based on 162 student responses. 63% met standards in Fall 2016. This result is based on 227 student responses.	Not Met
62% of students met standard. This result is based on 115 student responses. 69% met standards in Spring 2016. This result is based on 162 student responses. 70% met standards in Fall 2016. This result is based on 227 student responses.	Met

During Fall 2016, for SLO 1 (Question 1), 51.7% of students met the standard. During Fall 2016, for SLO 1 (Question 2), 73.6% of students met the standard. During Spring 2017, for SLO 1 (Question 1), 57.6% of students met the standard. During Spring 2017, for SLO 1 (Question 2), 63% of students met the standard. SLO 1: Solve simple word problems by translating them into a linear equation or inequality in one variable, solving the equation/inequality, and then stating a clear solution to the problem. 1. A person drives a car at a constant speed for 4 hours and 15 minutes, traveling 187 miles. Find the speed of the car in miles per hour. 2. Find the number. Five times a number is 9 more than two times the number. Action Plan/Observation: We saw improvement on question one and no improvement on question two. Since the SLO says simple word problems, we will change the problem. New Problem: Sam is renting a moving truck. The cost of the truck is $20 a day plus $0.50 a mile. The total cost for her rental is $80. How many miles did she drive the truck?	Not Met

During Fall 2016, for SLO 2 (Question 3), 47.13% of students met the standard. During Fall 2016, for SLO 2 (Question 4), 47.7% of students met the standard. During Spring 2017, for SLO 2 (Question 3), 53.3% of students met the standard. During Spring 2017, for SLO 2 (Question 4), 41.2% of students met the standard. SLO 2: Solve applications problems involving the relationships among geometric figures and measures by applying the appropriate geometric properties and formulas regarding lines, angles, area and perimeter. 3. Find the area of the region. (Circle with diameter if 8 inches.) 4. Find the area of the region. (Trapezoid with height 14mm and bases of 5mm and 6mm) Diagrams will be provided. We will edit question three and four.	Not Met

For Fall 2016, for SLO 3 (Question 5), 71.3% of students met the standard. For Fall 2016, for SLO 3 (Question 6), 66.1% of students met the standard. For Spring 2017, for SLO 3 (Question 5), 88.5% of students met the standard. For Spring 2017, for SLO 3 (Question 6), 75.2% of students met the standard. SLO 3 Simplify expressions involving operations such as addition, subtraction, multiplication, division and exponents with polynomials, and solving equations containing such expressions. 3. Multiply and simplify the expression. (x − 2)(x2 + 6) 4. Subtract. (9x + 2) − (− 9x + 7) Observations/Action Plan: Students performed well on these questions. Keep teaching these concepts and testing this SLO. Students performed worse during Fall 2016. We saw improvements during Spring 2017. We would like to test these SLOs and questions again. If students perform well on these SLO questions during the next cycle, we will change the questions for the following cycle or for the following semester to make	Met

For Fall 2016, for SLO 4 (Question 7), 75.9% of students met the standard. For Fall 2016, for SLO 4 (Question 8), 72.4% of students met the standard. For Spring 2017, for SLO 4 (Question 7), 70.9% of students met the standard. For Spring 2017, for SLO 4 (Question 8), 61.2% of students met the standard. SLO 4 Analyze and solve applications problems modeled by linear equations/inequalities in two variables by graphing them on the coordinate plane and interpreting the graph to determine the solutions. 5. Use the method of substitution to solve the system of linear equations. $x - y = 3$ $3x - 2y = 10$ 6. Use the elimination method to solve the following system of equations. $3x - 8y = 12$ $-2x + 2y = -8$ Observations/Action Plan: Students performed worse on these questions during Spring 2017. We will keep these questions. We will share the results with faculty and test	Met
For Fall 2016, for SLO 5 (Question 9), 71.26% of students met the standard. For Spring 2017, for SLO 5 (Question 9), 73.5% of students met the standard. SLO 5 Describe and graph functions, determine their properties and apply algebraic operations. 7. Graph the equation. $6x = 7 - y$ Action Plan/Observations: Students performed well on this question. We will share results and continue testing this SLO and question.	Met

171/231 (74%) of students in 11 sections met the SLO standard. We are pleased with this result and will continue to dialogue and share results.	Exceeded
168/231 (72%) of students in 11 sections met the SLO standard. We are pleased with this result and will continue to dialogue and share results.	Exceeded
205/231 (89%) of students in 11 sections met the SLO standard. We are pleased with this result and will continue to dialogue and share results.	Exceeded
161/231 (70%) of students in 11 sections met the SLO standard. We are pleased with this result and will continue to dialogue and share results.	Met

179/231 (78%) of students in 11 sections met the SLO standard. We are pleased with this result and will continue to dialogue and share results.	Exceeded
163/231 (71%) of students in 11 sections met the SLO standard. We are pleased with this result and will continue to dialogue and share results.	Met
172/231 (75%) of students in 11 sections met the SLO standard. We are pleased with this result and will continue to dialogue and share results.	Exceeded
122/231 (53%) of students in 11 sections met the SLO standard. This is below our target rate. We will share these results with current instructors and suggest an increased emphasis on solving logarithmic equations.	Not Met
Target met	Met

Goal met	Met
In progress	Met
Goal is being met	Met

Goal is being met.	
Goal is being met	Met
Goal is being met.	Met
Only one per semester so far.	Not Met
Less than 70% of students who have taken the national exam have passed so far but performance is approaching 60%.	Not Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met

Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Exceeded
Goal is being met.	Met
Goal is being met.	Met
Goal is being met.	Met
87% at C or better; 75% at B or better	Exceeded
74% at C or better; 55% at B or better	Met
88% @ C or better; 77% @ B or better	Exceeded
74% at C or better; 59% at B or better	Exceeded
82% exceeded target	Exceeded

Target met at 70%	Met
Target met at 70%	Met
Target met at 70%	Met
Target met at 70%	Met
100% of students met ideal target	Exceeded
100% of students met ideal target	Exceeded
78% at C or better; 59% at B or better	Exceeded
92% at grade C or better	Exceeded
100% of students exceeded target	Exceeded
70% of students met SLO.	Met
70% of students met SLO.	Met
80% of students received A as final grade	Exceeded
80% of students received A as final grade	Exceeded
80% of students received A as final grade	Exceeded

80% of students received A as final grade	Exceeded
80% of students received A as final grade	Exceeded
83% of students completed SLO.	Exceeded
75% of students met target	Exceeded
Target met	Met
Target met	Met
Target met	Met
Target met	Met
Target met	Met
target met	Met
92% reached target or higher	Exceeded
92% reached target or higher	Exceeded

66% at grade C or better	Not Met
In progress	
In progress	
In progress	
In progress	
In progress	
In progress	

In progress	
In progress	
To be assessed when the course is next offered and in subsequent semester.	
To be assessed when the course is next offered and in subsequent semester.	
To be assessed when the course is next offered and in subsequent semester.	
239 students enrolled in PERG Fall of 2015. Of those, 8 earned failing grades and 14 withdrew. All 217 students who completed the class have an education plan on file and successfully completed the oral presentation requirement. That is a success rate of 90.7%.	Exceeded

239 students enrolled in PERG Fall of 2015. Of those, 8 earned failing grades and 14 withdrew. All 217 students who completed the class exhibited demonstration of effective communication skills by having presented at least one 3 minute oral presentation in front of the class. 90.7% of students enrolled successfully completed the class.	Exceeded
239 students enrolled in PERG Fall of 2015. Of those, 8 earned failing grades and 14 withdrew. All 217 students who completed the class developed a resume. That is a success rate of 90.7%.	Exceeded
Students completed assignment.	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Met stated goal	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Data unavailable, course viability being assessed	

Data unavailable, course viability being assessed	
Data unavailable, course viability being assessed	
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met
Students met acceptable target area	Met

Students met acceptable target area	Met
62% passed with 60 or higher	Met
65% passed	Met
75% passed	Exceeded
Out of 74 students from both Spring and Fall semesters of 2016, 53 (72%) students were able to get a score of 60% or higher.	Met
Out of 64 students who took Exam 2 during the Fall/Spring semesters, 48 (75%) students were able to score 60% or higher.	Met
Out of 63 students who took Exam 3 during the Fall/Spring semesters, 57(92%) students were able to score 60% or higher.	Met
Out of 31 students who took Exam 2 during the Fall/Spring semesters, 30 (97%) students were able to score 60% or higher.	Met
Out of 25 students who took the assessment carried out by Suchitra Chepin, 23 (92%) were able to satisfy the learning outcome.	Met
14 students took the assessment. 93% got a score of 65 or better.	Exceeded
Out of 16 students who took the assessment carried out by Suchitra Chepin, 14 students satisfied the learning out come (88%).	Met

90% of students achieved a score of 65% or more.	Exceeded
58 students out of 84 students passed the SLO 1 question at 65% or higher.	Met
26 students out of 52 students passed the SLO 1.	Met
13 students out of 22 passed the SLO 1 question with a score of 66% or higher.	Met
83.7 percent of the students achieved a grade of a C or higher.	Exceeded
80 percent of students demonstrated understanding of the two party system.	Exceeded
75 percent of students were able to identify the difference between a republic and a democracy	Exceeded
70 percent of students passed this class with a C or better	Met
Course SLO not assessed for this cycle; no findings to report.	
More than 70% of students achieved a 'C' or better	Exceeded

This class was not offered in this cycle so there is no data to report	Not Met
This course was not offered during this cycle, so there is no data to report	Met
This class was not offered this cycle. No data to report	Met
More than 70% of students achieved a 'C' or better	Exceeded
More than 80% of students achieved a 'C' or better	Exceeded
More than 80% of students achieved a C or better	Exceeded
More than 70% of student achieved a 'C' or higher	Exceeded
More than 80% of students earned a 'C' or higher on SLO assessment	Exceeded
More than 80% of students earned a 'C' or higher on SLO assessment	Exceeded
Course was not offered during this cycle. No data to report	Met

More than 80% of students achieved a 'C' or better	Exceeded
More than 80% of students achieved a 'C' or better	Exceeded
More than 70% of students achieve a 'C' or higher on SLO assessment	Exceeded
Course was taught and assessed in Spring 2017. 100% of students enrolled in the course received a grade of C or better.	
More than 70% of students achieved a 'C' or better	Exceeded
More than 70% of students achieved 'C' or better	Exceeded
More than 70% of students achieved a 'C' or better	Met
During the assessment period, 3 different sections were assessed using the assessment plan. Overall, 86% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, 3 different sections were assessed using the assessment plan. Overall, 86% of students achieved a score of 70% or better on this SLO.	Exceeded

During the assessment period, 3 different sections were assessed using the assessment plan. Overall, 86% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, 3 different sections were assessed using the assessment plan. Overall, 86% of students achieved a score of 70% or better on this SLO.	Exceeded
N/A: This course was not offered during the 2015-18 cycle.	
N/A: This course was not offered during the 2015-18 cycle.	
N/A: This course was not offered during the 2015-18 cycle.	
N/A: This course was not offered during the 2015-18 cycle.	
N/A: This course was not offered during the 2015-18 cycle.	
N/A: This course was not offered during the 2015-18 cycle.	
During the assessment period, 3 different sections were assessed using the assessment plan. Overall, 93% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, 3 different sections were assessed using the assessment plan. Overall, 93% of students achieved a score of 70% or better on this SLO.	Exceeded

During the assessment period, 3 different sections were assessed using the assessment plan. Overall, 93% of students achieved a score of 70% or better on this SLO.	Exceeded
During the assessment period, 3 different sections were assessed using the assessment plan. Overall, 93% of students achieved a score of 70% or better on this SLO.	Exceeded
N/A: This course was not offered during the 2015-18 cycle.	
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N/A: This course was not offered during the 2015-18 cycle.	
N/A: This course was not offered during the 2015-18 cycle.	
No data available as we are in a mid-assessment update.	
No data available since we are in a mid-assessment update.	
No data available as we are in a mid-assessment update (and the course was not offered in 2015-2016).	

Findings will be updated at the end of the cycle.	
No data available as we are in a mid-assessment update (and the course was not offered in 2015-2016).	
Of the six sections of Spanish 101 of the fall of 2017, 125 students participated in the SLO. 112 students (89.6%) received at least a "C". 51 of the students (40.8%) received an "A". 39 of the students (31.2%) received a "B". 22 of the students (17.6%) received a "C". 12 of the students (9.6%) received a "D", and only 1 student (0.8%%) received an "F". The Spanish Program is very pleased with the results.	Exceeded
Of the three sections of Spanish 102 of the fall of 2017, 43 students participated in the SLO, 35 of the students (81.39%) received at least a "C". 19 of the students (44.18%) received an "A". 7 of the students (16.27%) received a "B". 9 students (20.93%) received a "C". 8 students (18.60%) received a "D", and 0 students (0%) received an "F". The Spanish Program is very pleased with the results.	Exceeded

Of the two sections of Spanish 201 of the fall of 2017, 24 students participated in the SLO. 24 of the students (100%) received at least a "C". 14 of the students (58.33%) received an "A". 6 of the students (25%) received a "B". 4 students (16.66%) received a "C". 0 of the students (0%) received a "D", and 0 of the students (0%) received an "F". The Spanish Program is very pleased with the results.	Exceeded
Of the one section of Spanish 202 of the spring of 2017, 7 students participated. All 7 of the students (100%) received at least a "C". 2 of the students (28.57%) received an "A". 3 of the students (42.85%) received a "B". 2 of the students (28.57%) received a "C". 0 students (0%) received a "D", and 0 students (0%) received an "F". The Spanish Program is very pleased with the results. Because Spanish 202 was not offered in the fall of 2017, we cannot provide any findings for the fall of 2017.	Exceeded

Of the one section of Spanish 210 of the spring of 2017, 5 students participated in the SLO. All 5 students (100%) received at least a "B". 2 of the students (40%) received an "A". 3 of the students (60%) received a "B". 0 students (0%) received a "C". 0 students (0%) received a "D", and 0 students (0%) received an "F". The Spanish Program is very pleased with the results. Since Spanish 210 was not offered in the fall of 2017, there is no data for the fall of 2017.	Exceeded
Of the 1 section of Spanish 211 of the spring 2017, 7 students participated in the SLO. All 7 students (100%) received at least a "B". 5 of the students (71.42%) received an "A". 2 of the students (28.57%) received a "B". 0 of the students (0%) received a "C". 0 of the students (0%) received a "D", and 0% of the students (0%) received an "F". The Spanish Program is very pleased with the results. Spanish 211 was not offered in the fall of 2017. Since Spanish 211 was not offered in the fall of 2017, there is no data for the fall of 2017.	Exceeded
This course is not offered at this time.	
Acceptable and Ideal target achievements were exceeded.	Exceeded
Acceptable and Ideal target achievements were exceeded.	Exceeded
Acceptable and Ideal target achievements were exceeded.	Exceeded

90% of the students met the SLO.	Exceeded
90% of students met the SLO	Exceeded

Ideal Target Achievement
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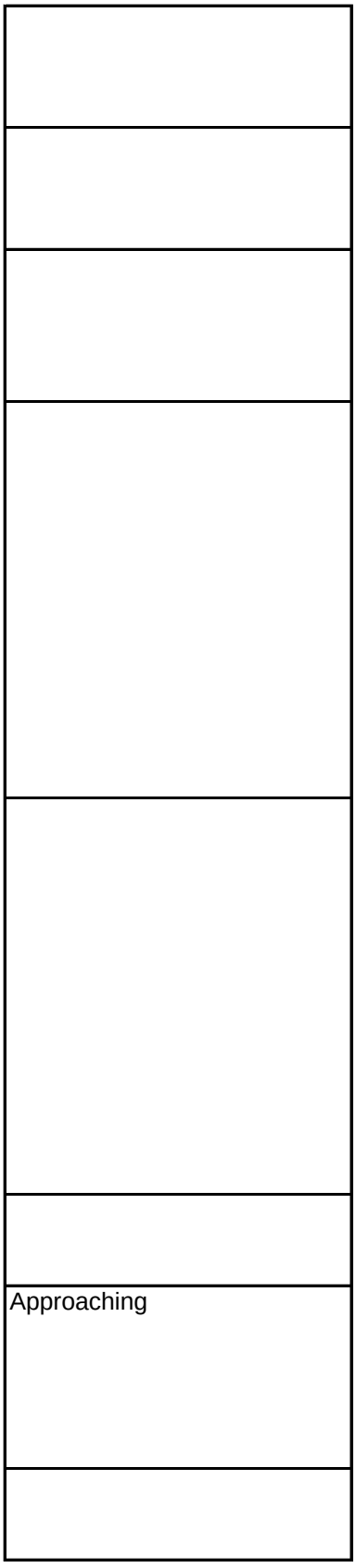
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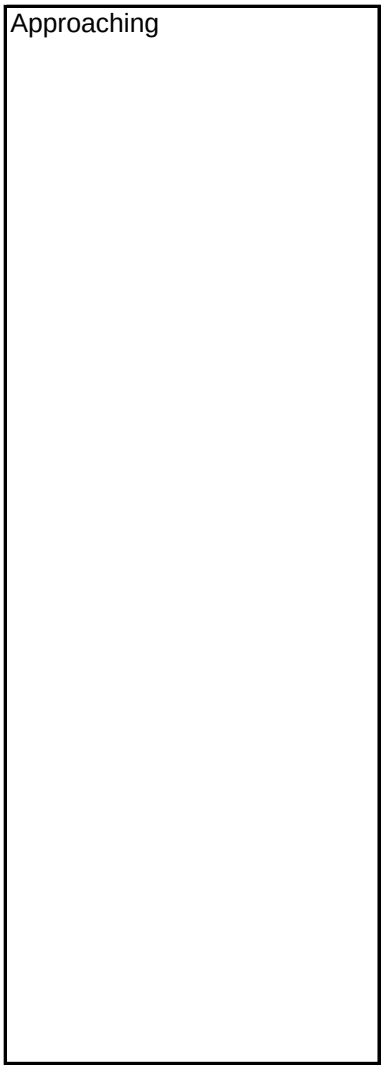
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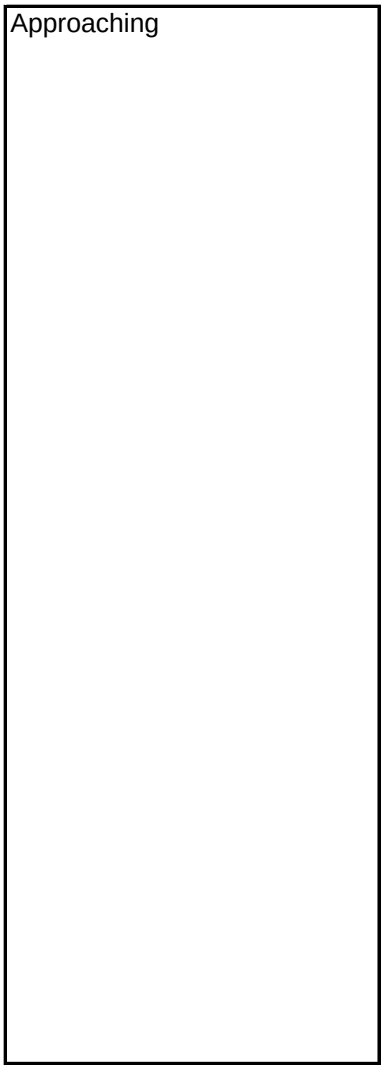
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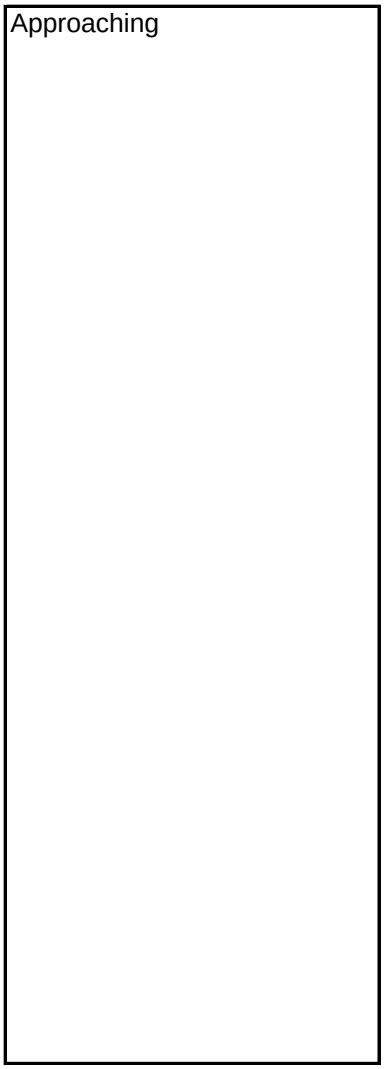
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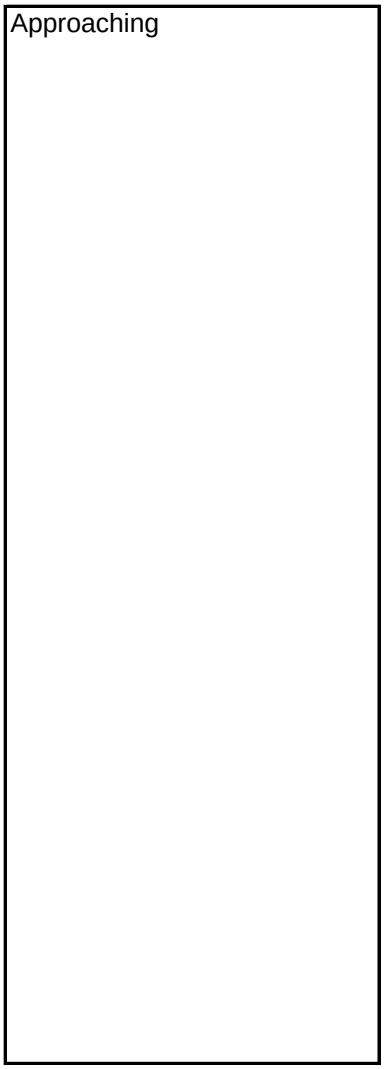
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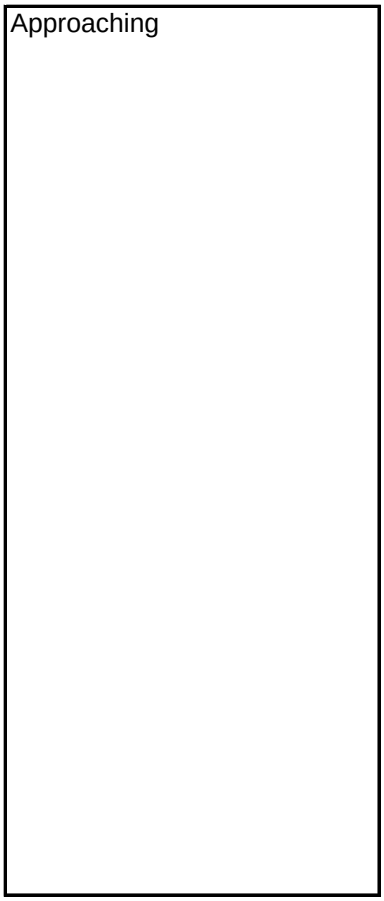
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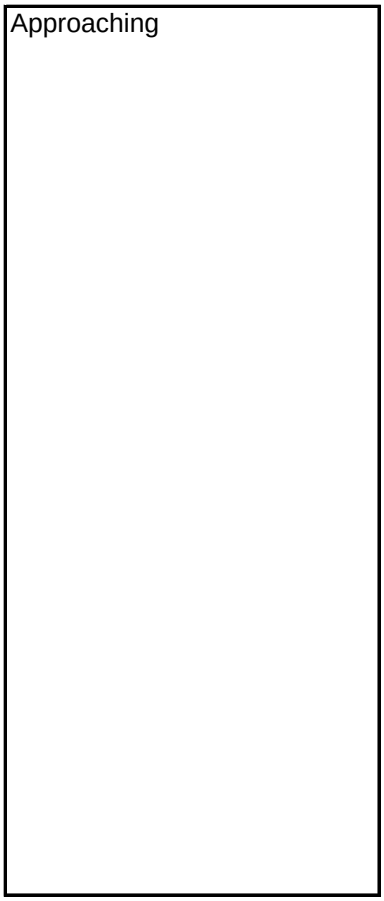
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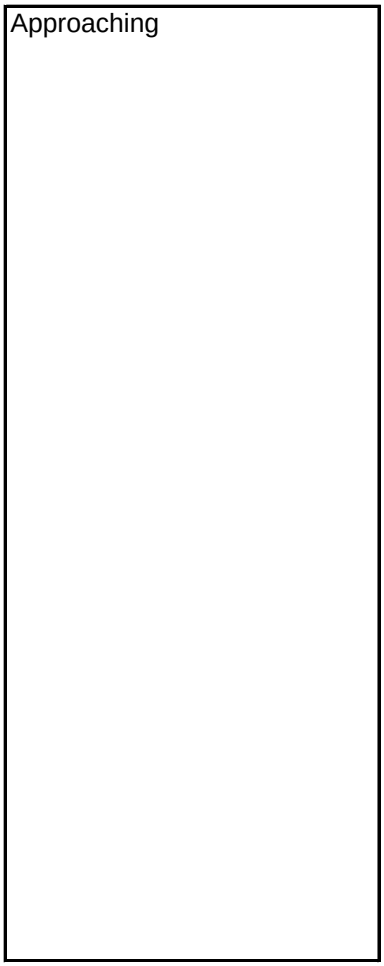
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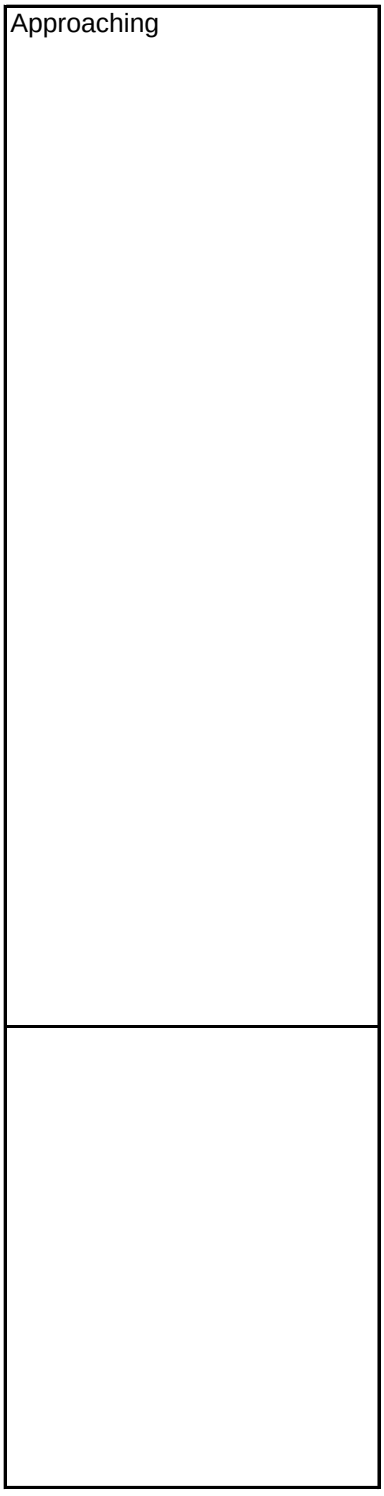
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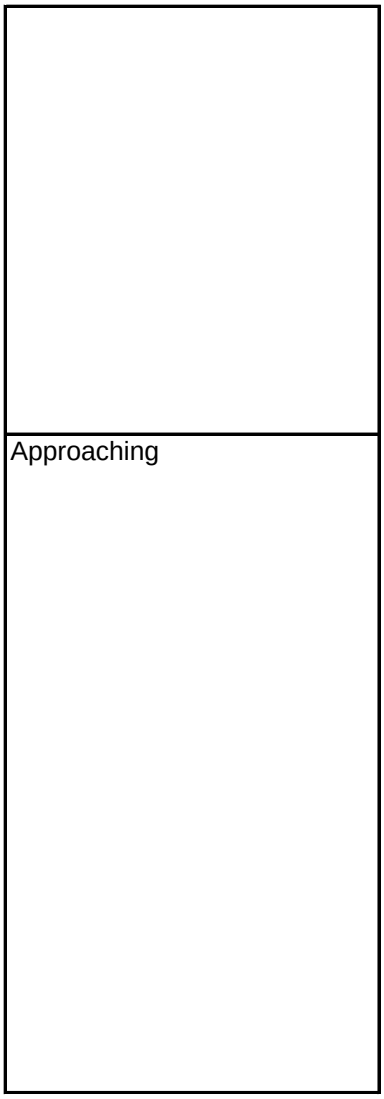
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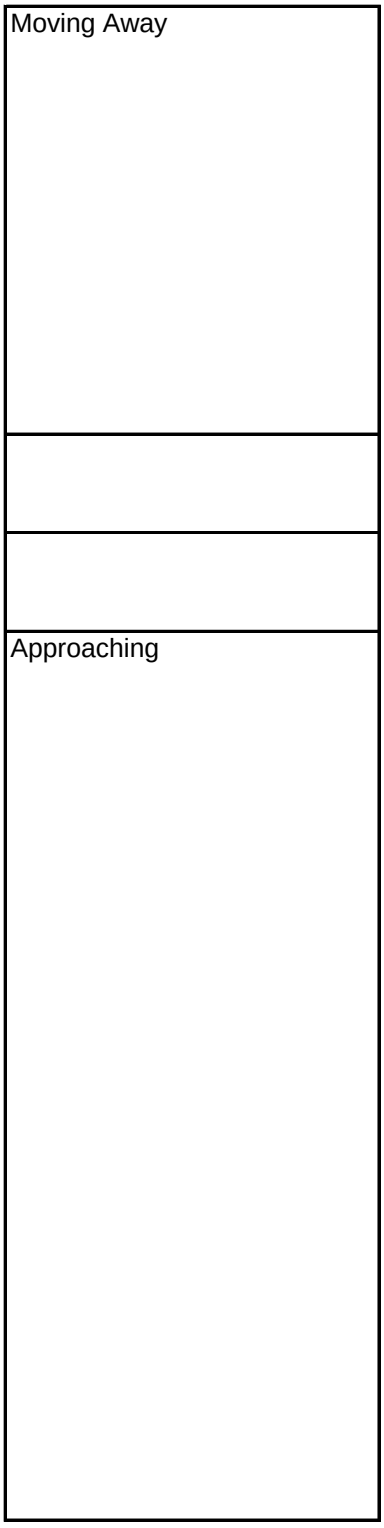
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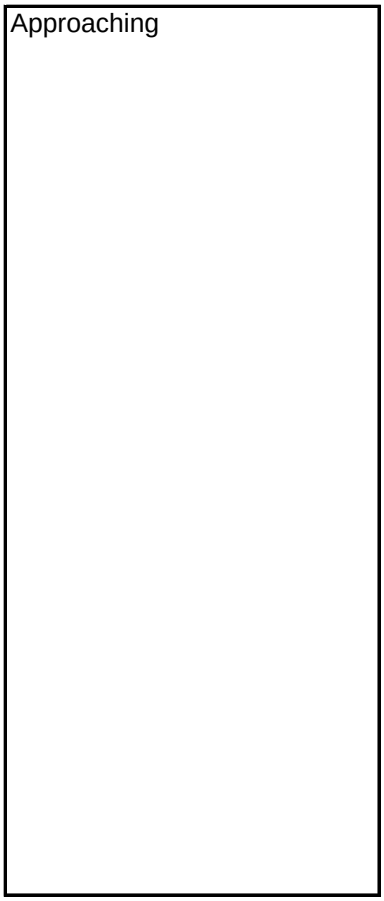
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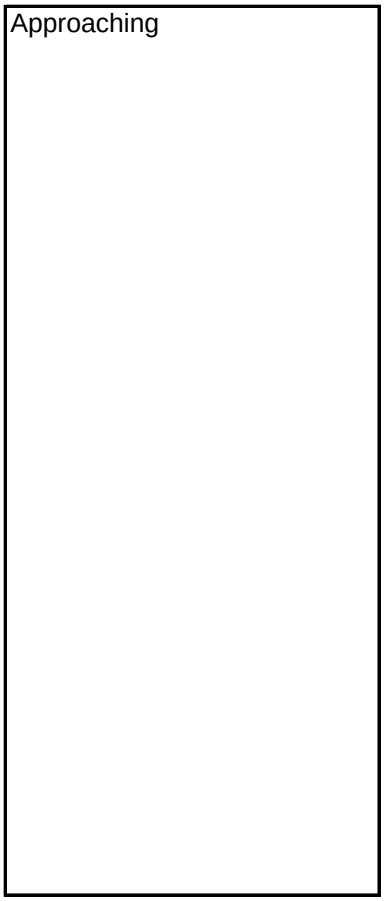
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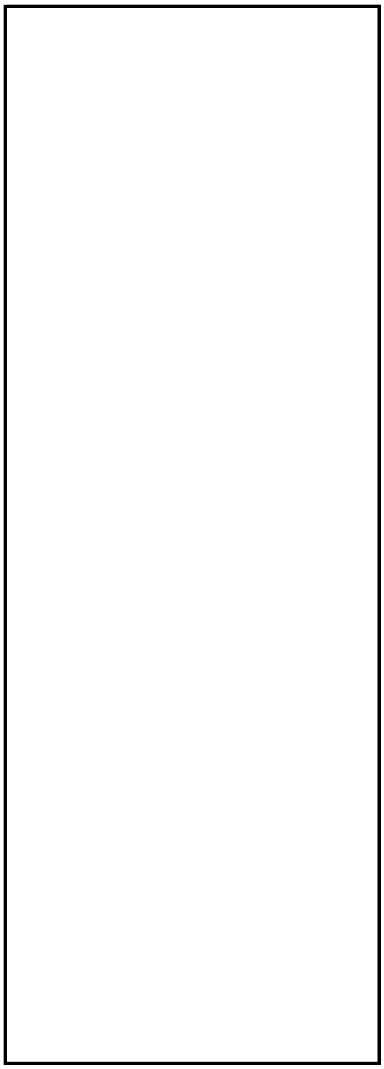

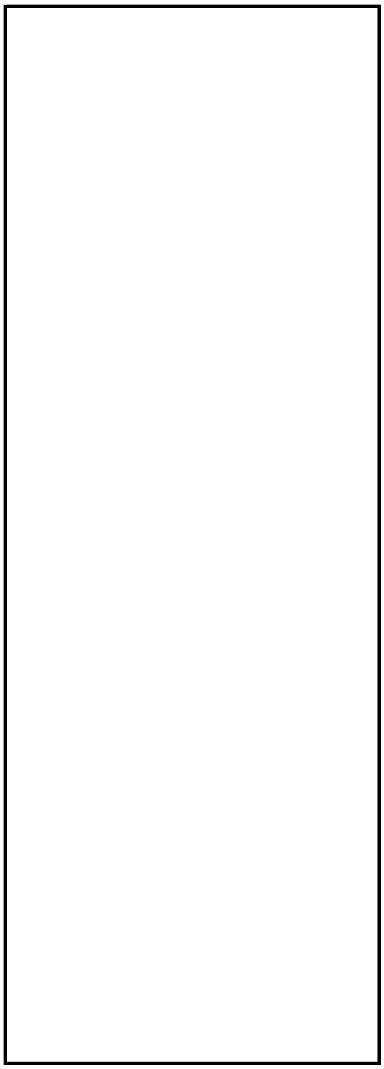

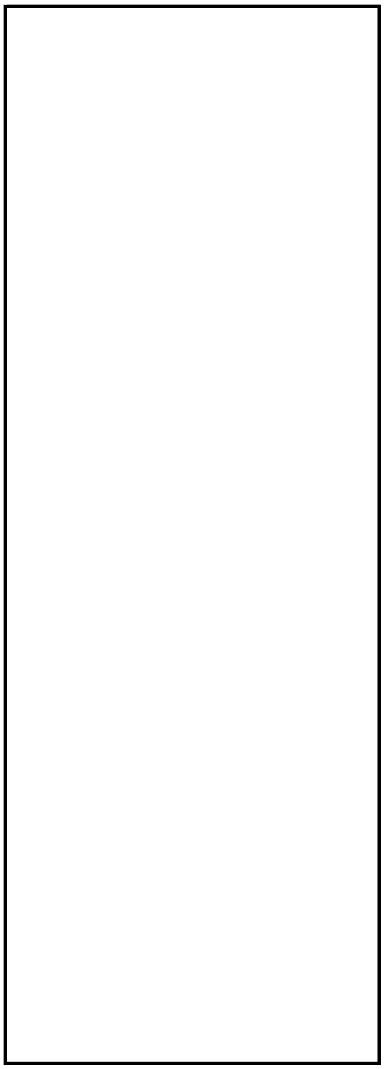

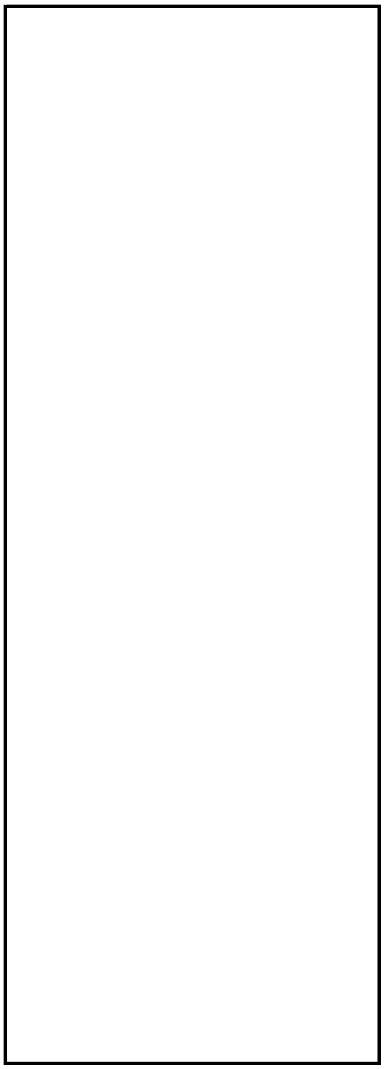

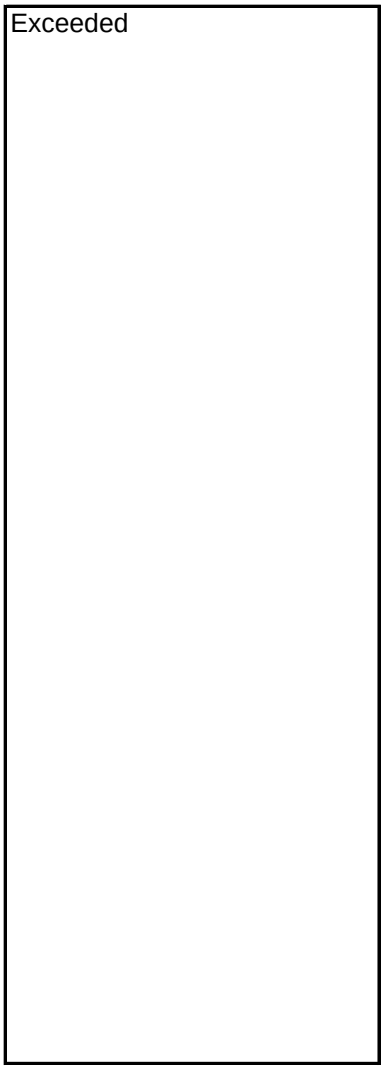
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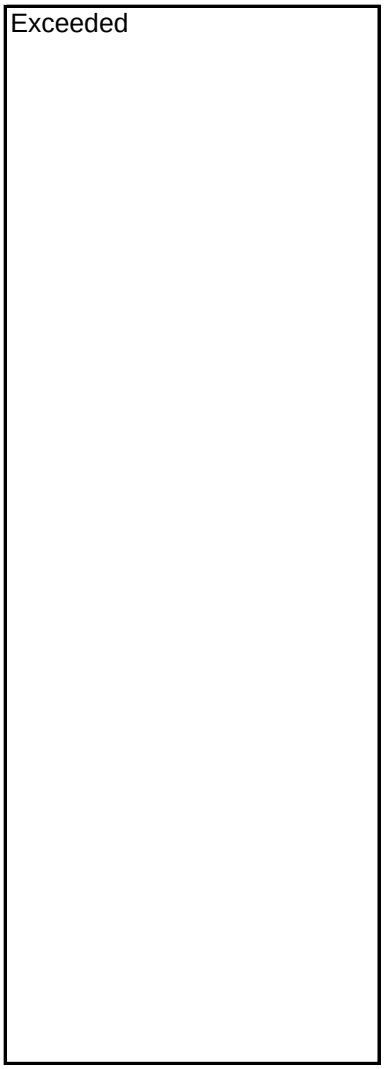
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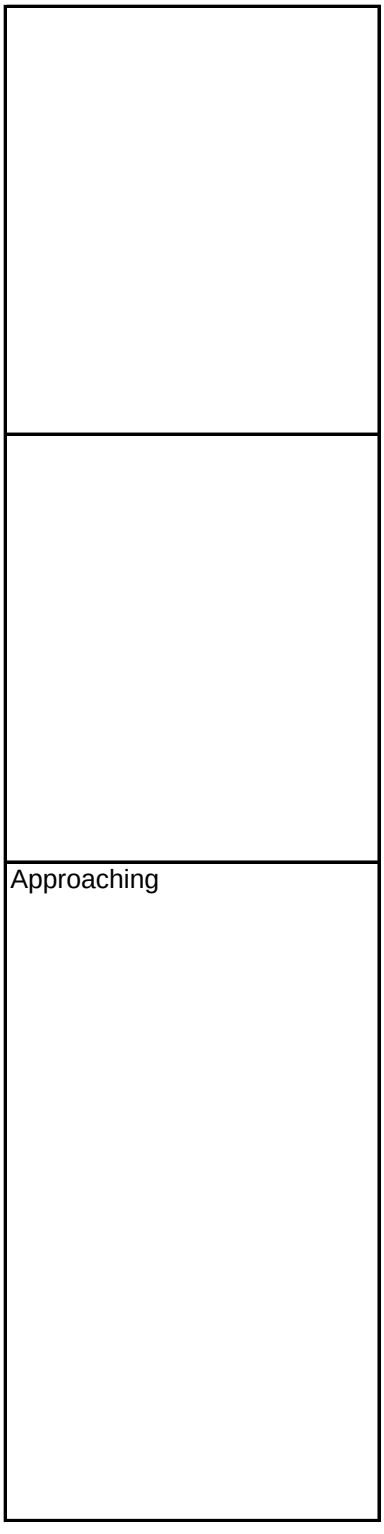
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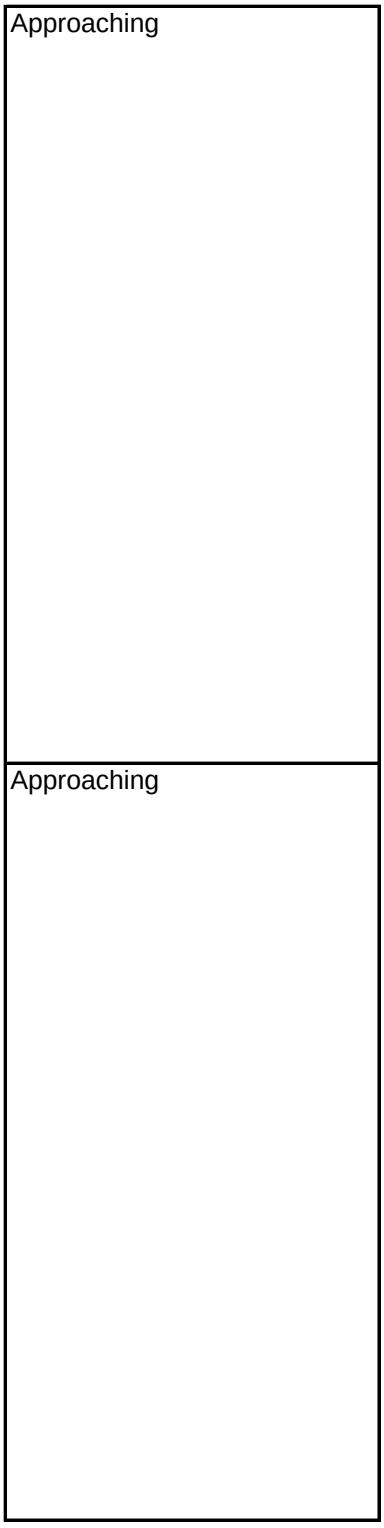
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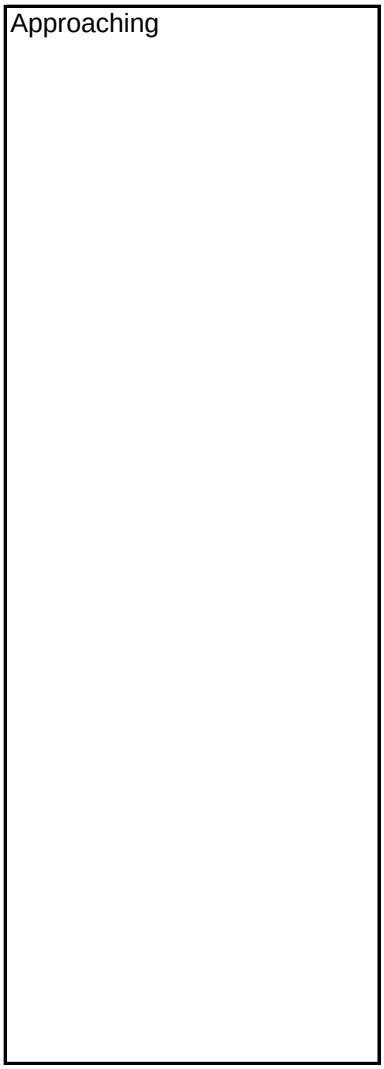
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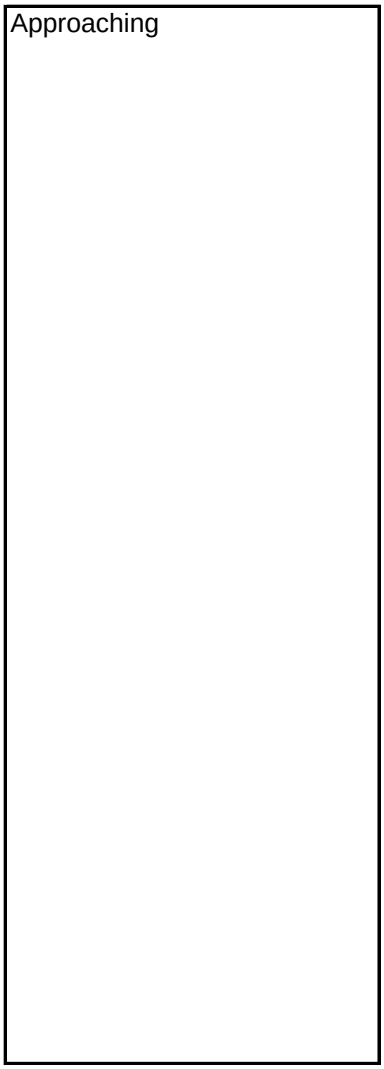
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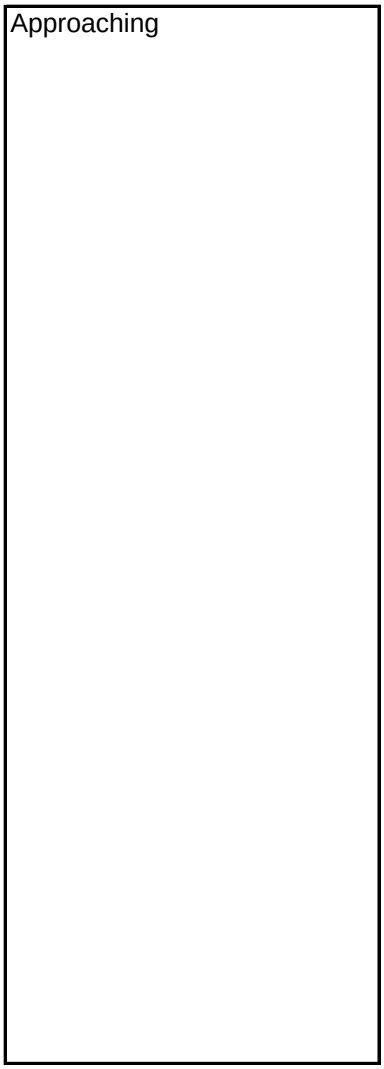
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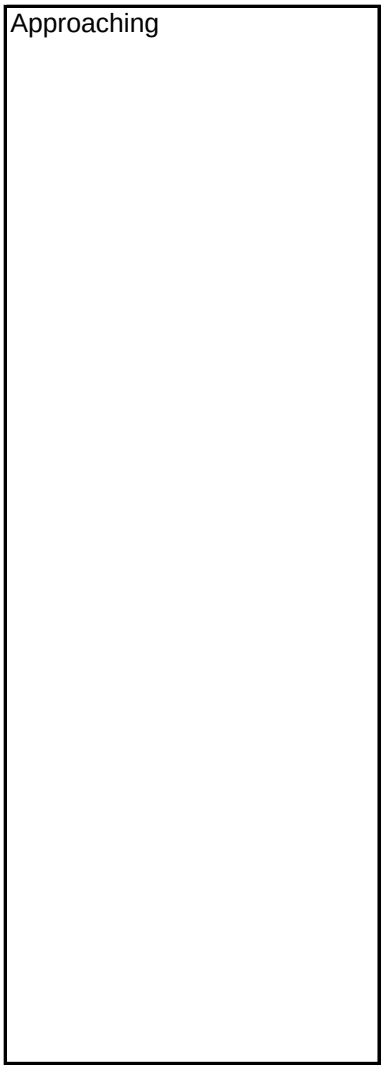
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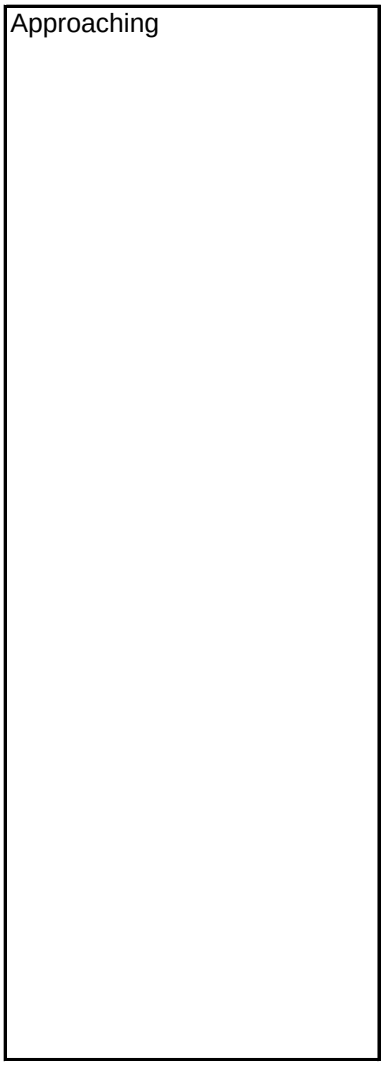
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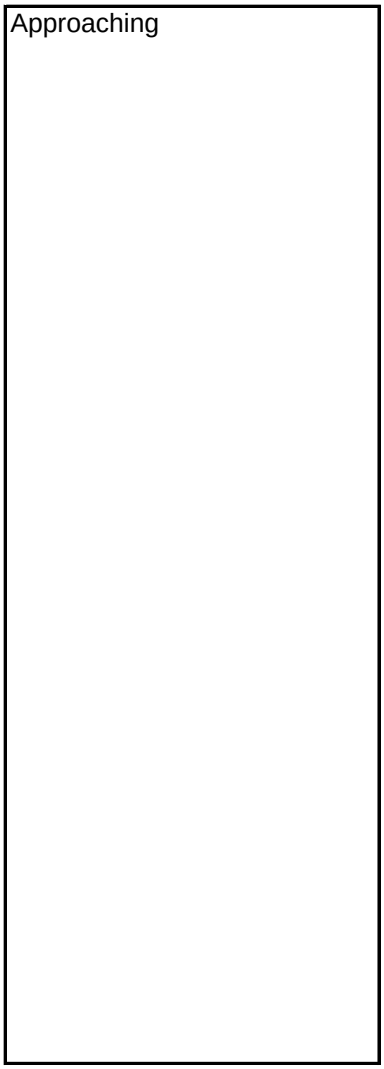
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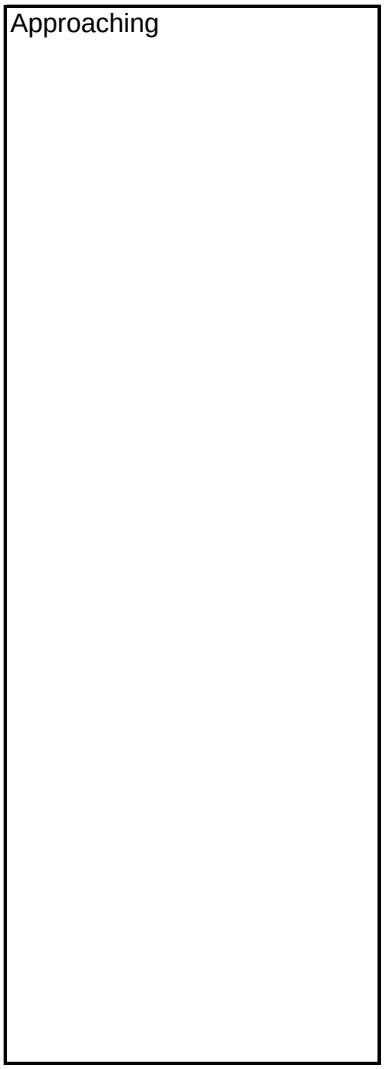
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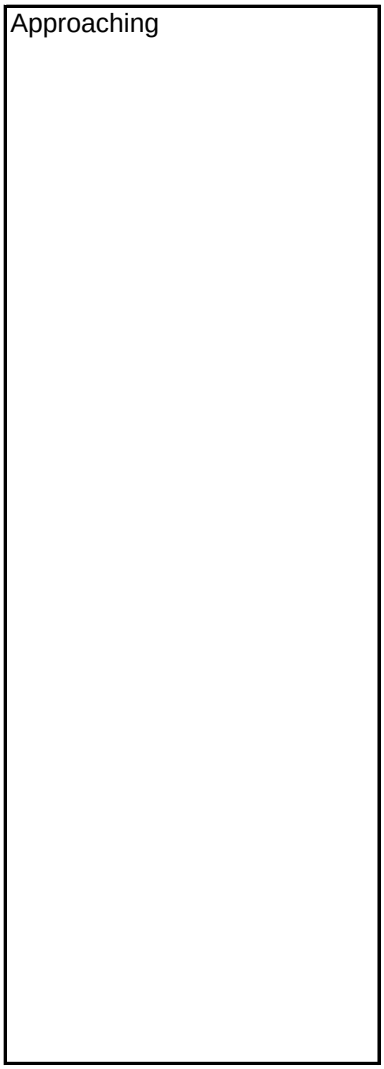
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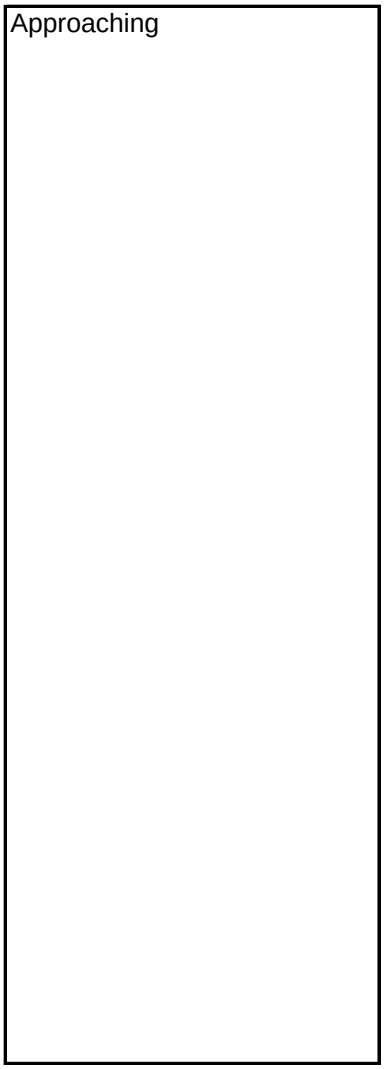
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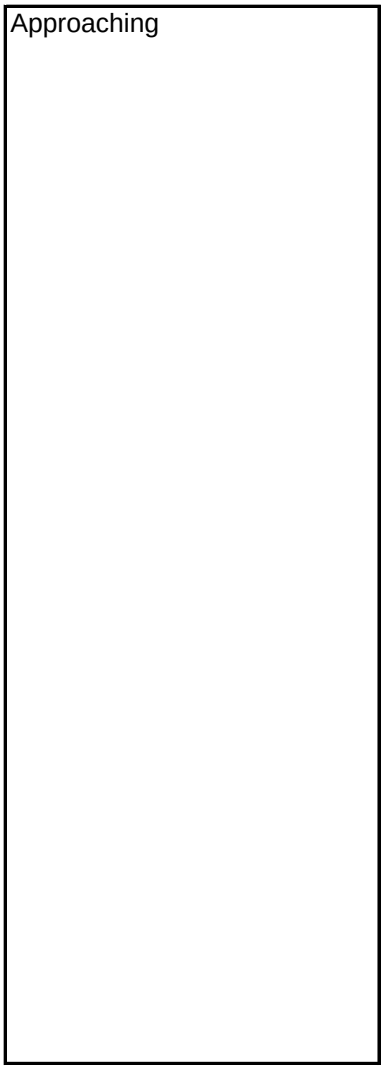
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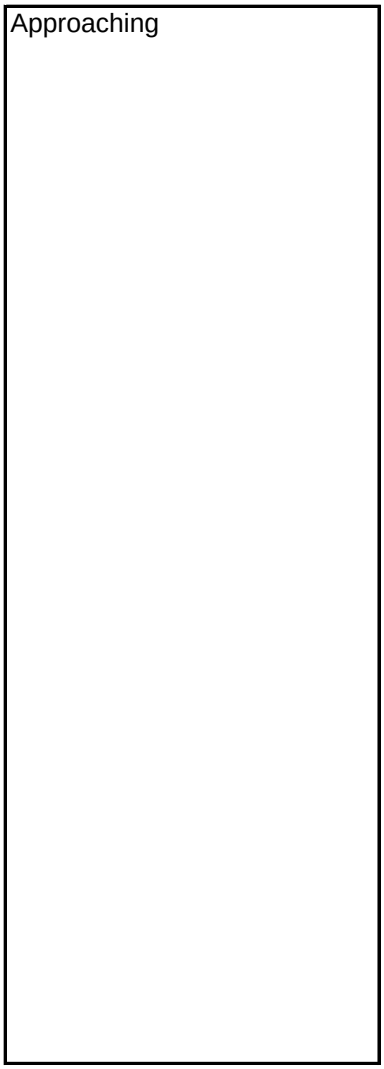
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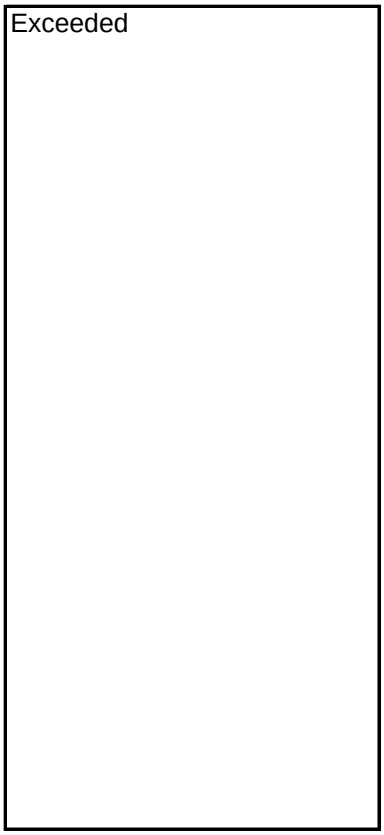
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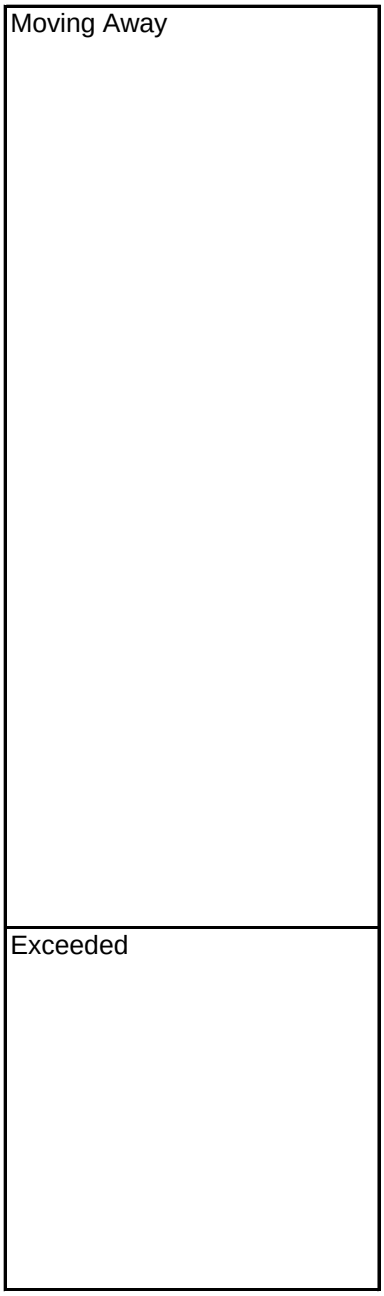
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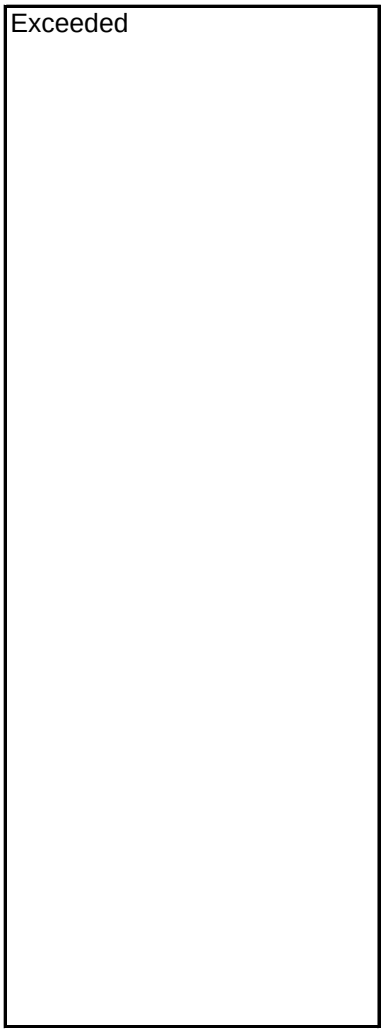
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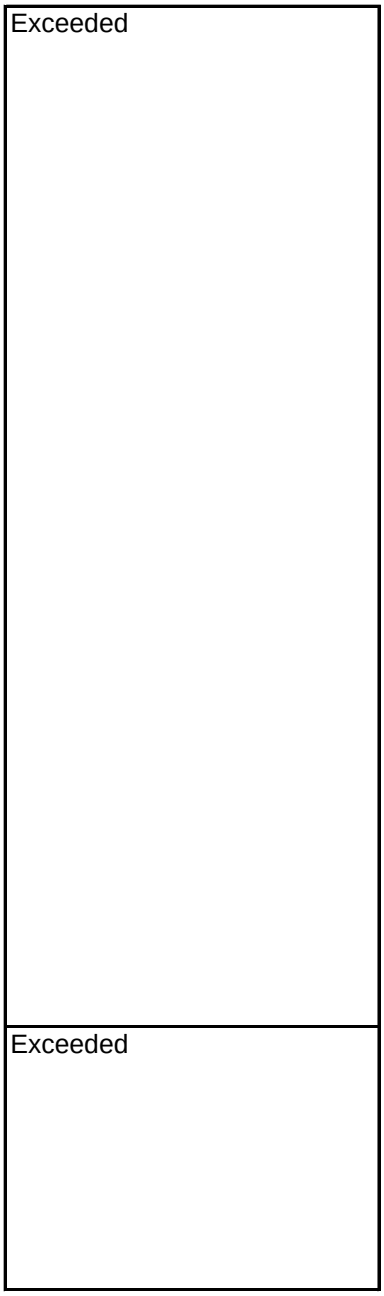
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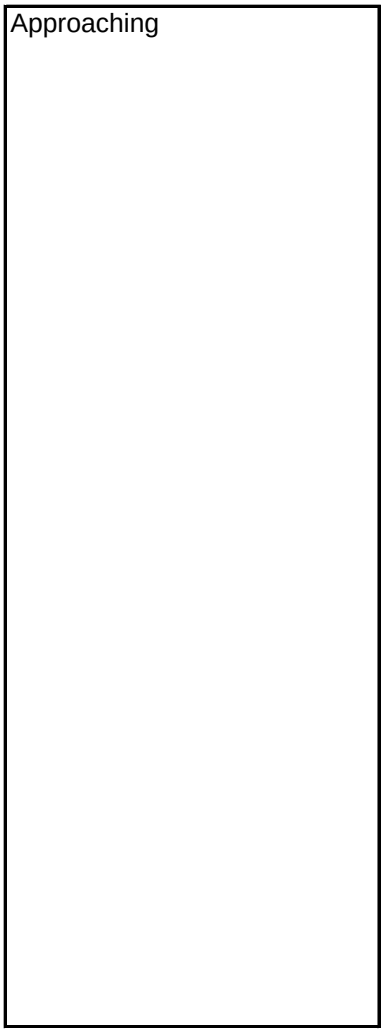
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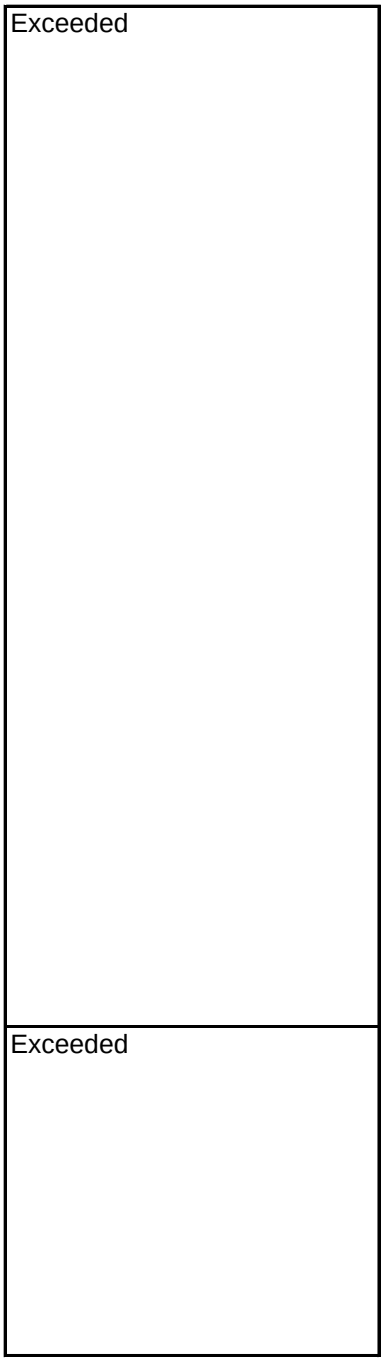
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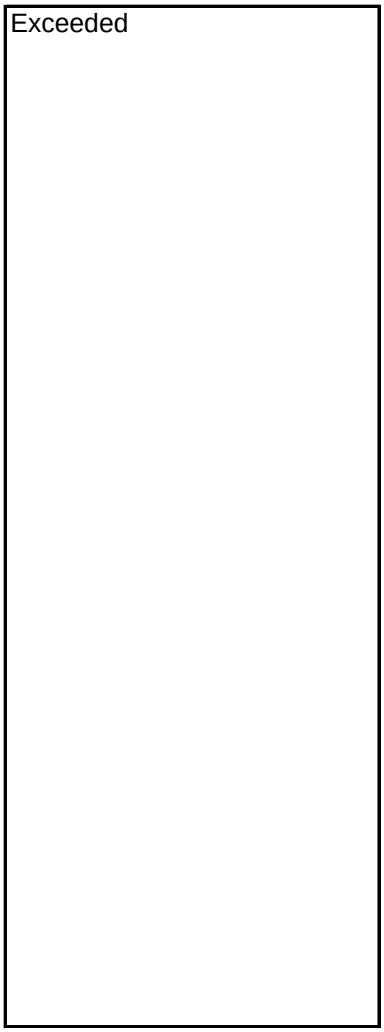
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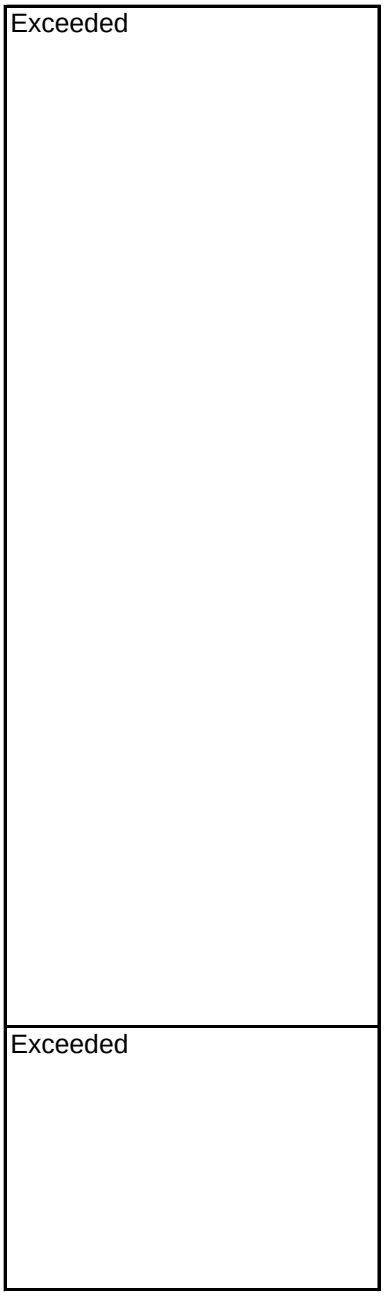
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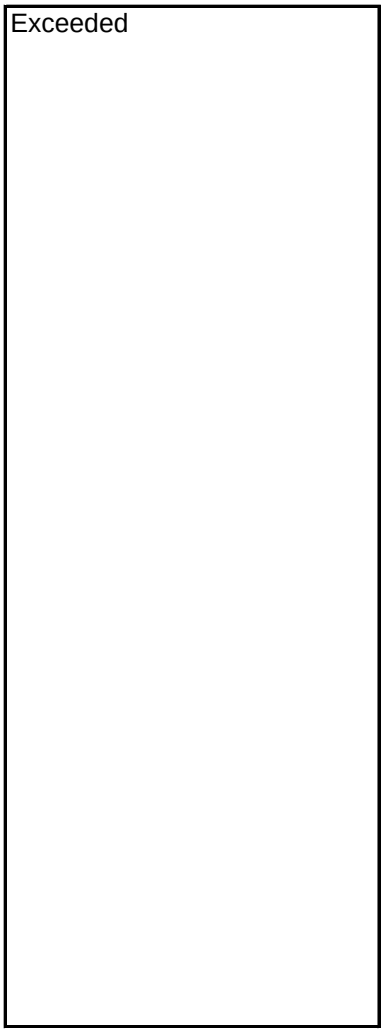
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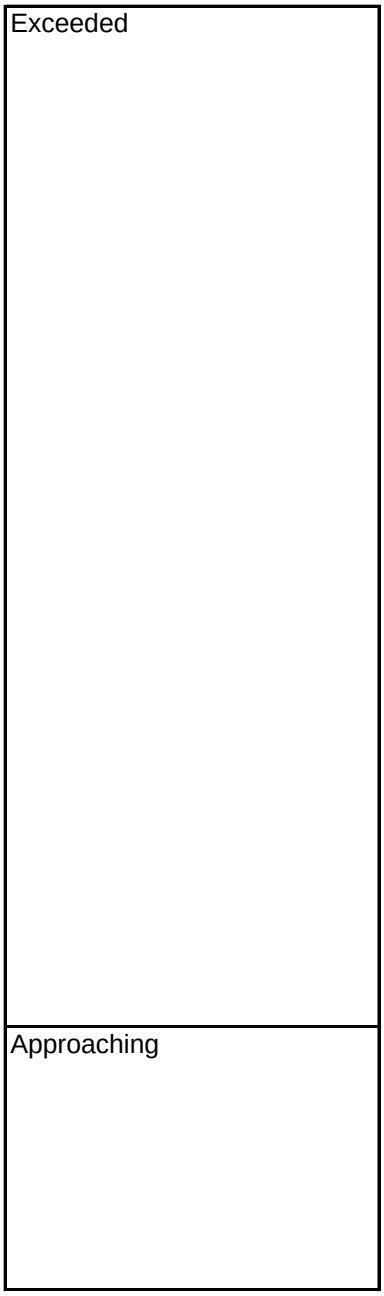
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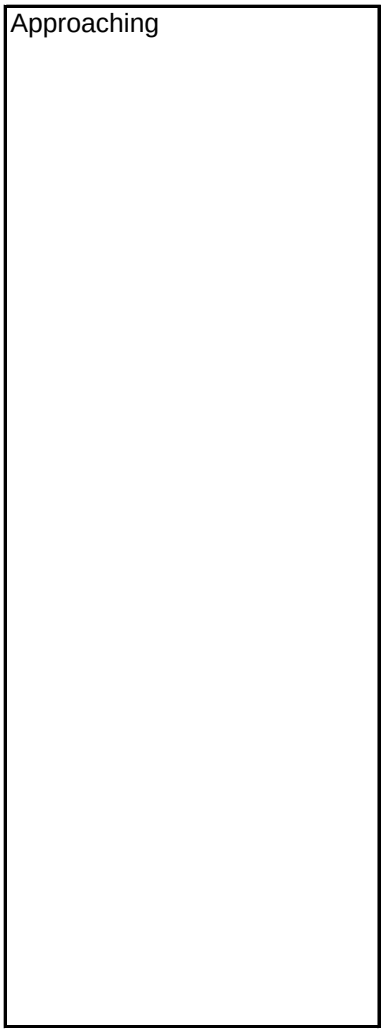
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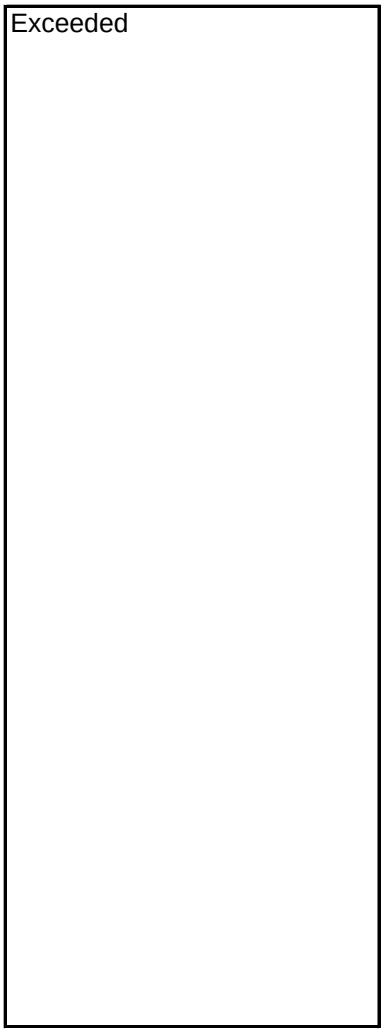
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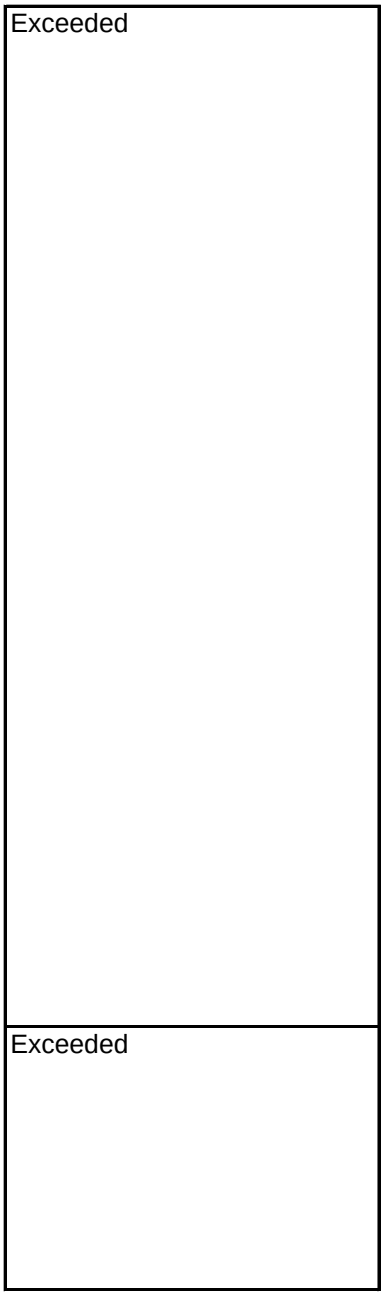
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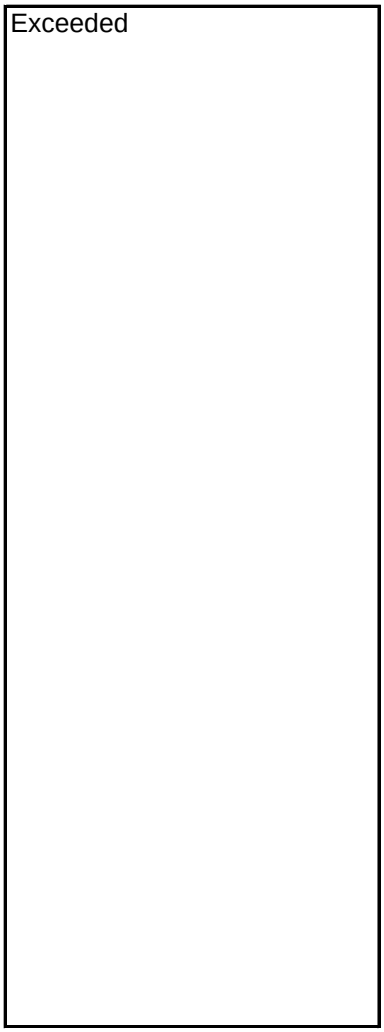
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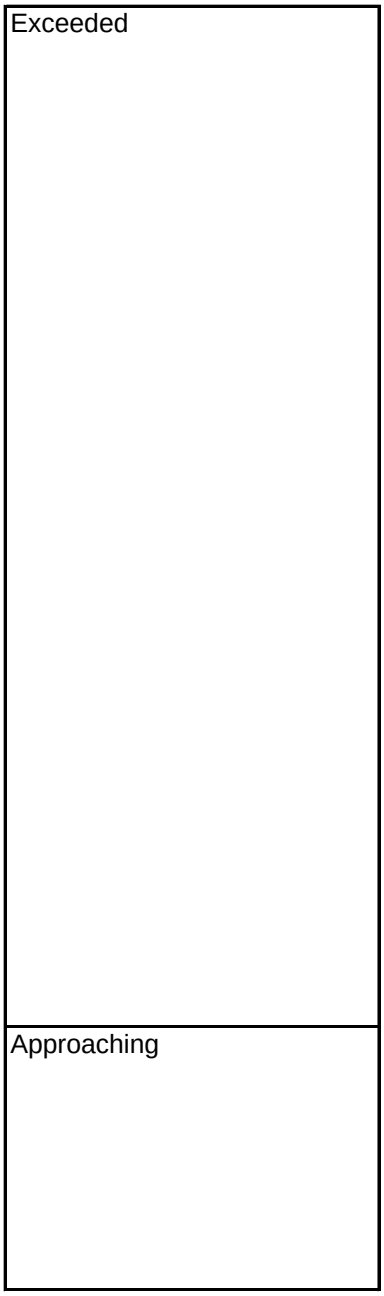
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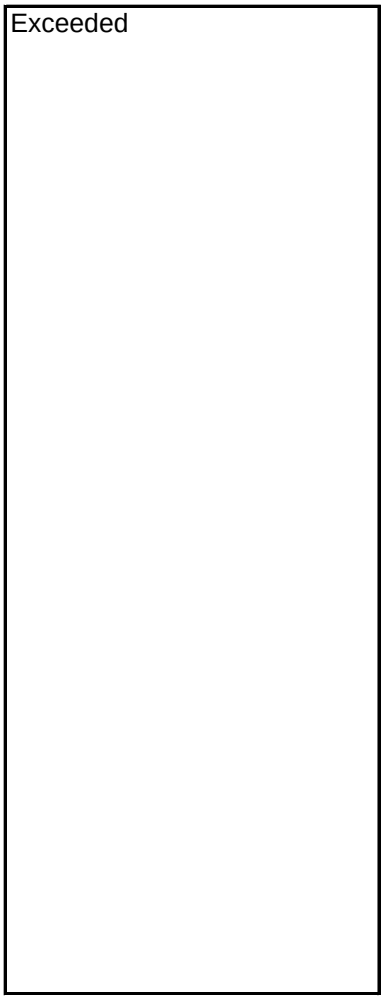
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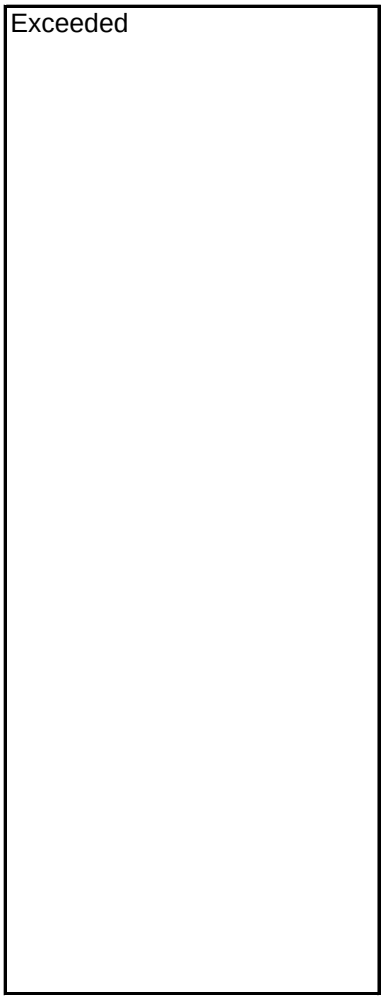
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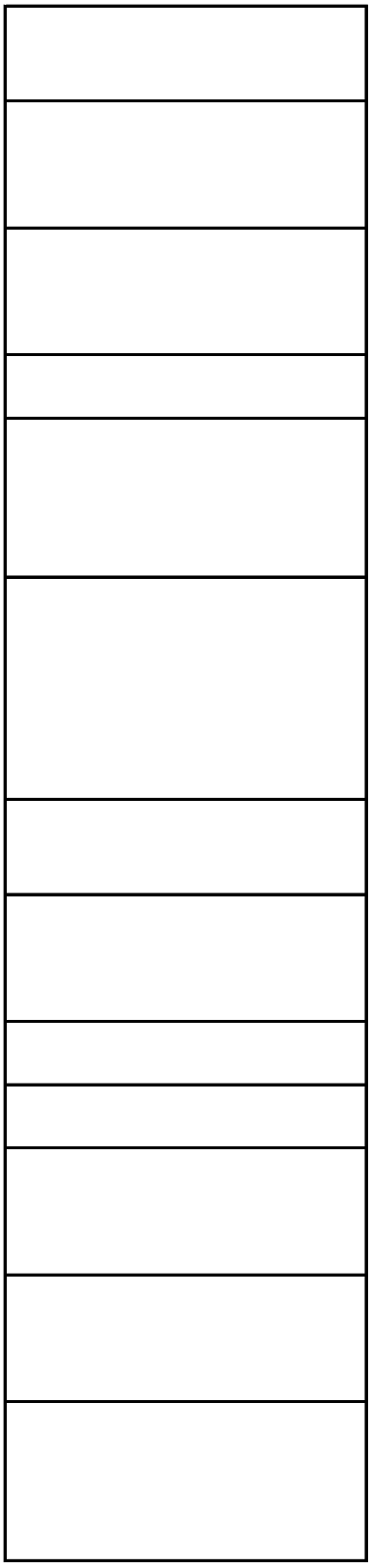

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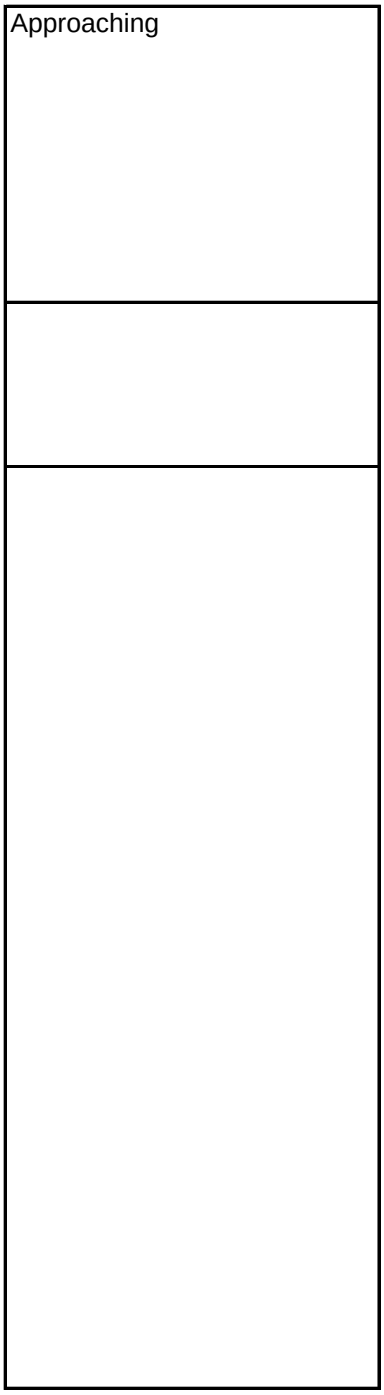
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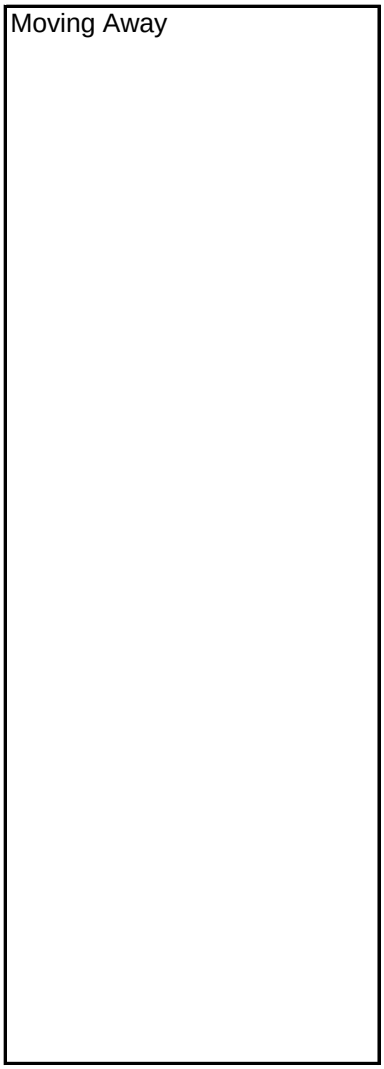
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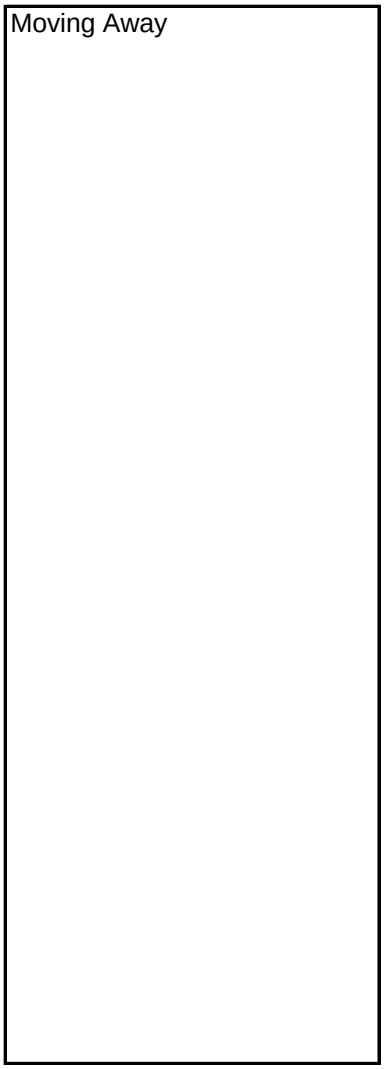
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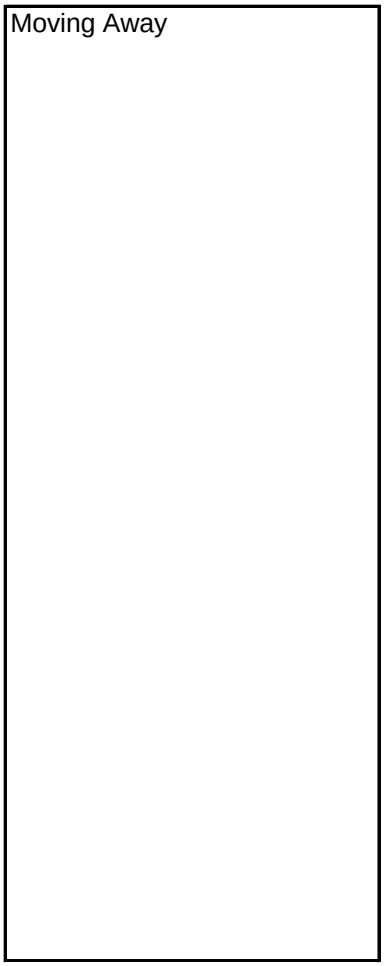
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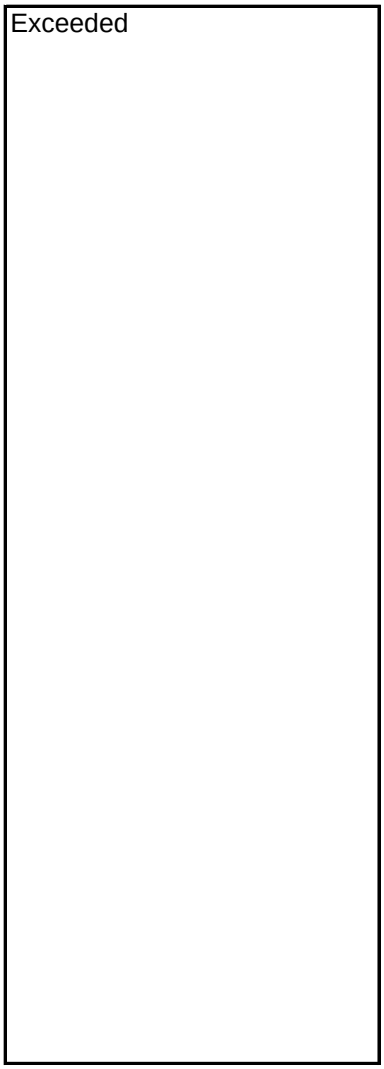
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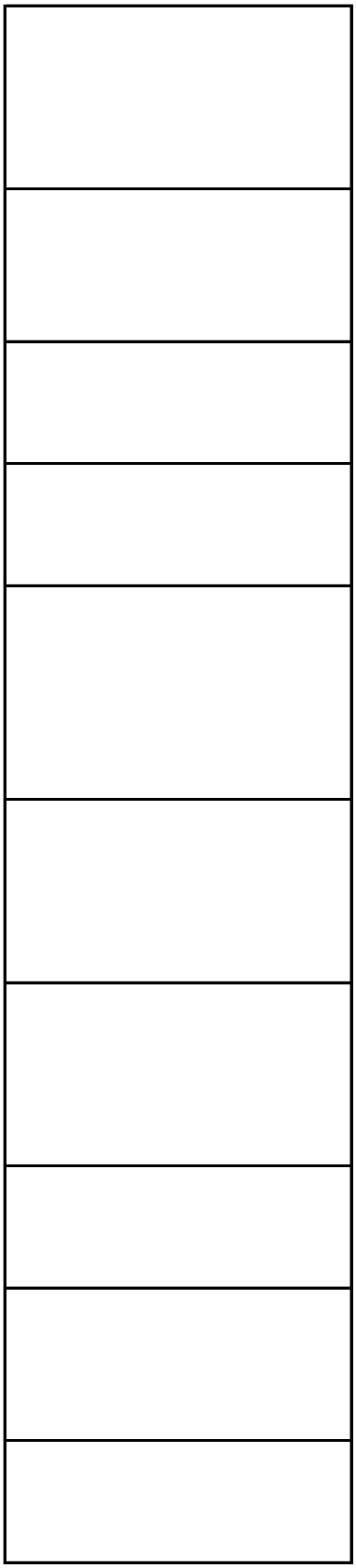

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