2.82

SAN BERNARDINO VALLEY COLLEGE

Department: Art

Course # and Title Art 103 – Art Appreciation

Student Learning Outcome	When shown an image of a major work of art, the students will effectively describe the work in relation to the culture that produced it.
Assessment Method	Students were asked to distinguish and compare art works from various cultures and regions by gaining knowledge about visual concerns of those cultures. This was achieved through discussions, directed readings, and research. Assessment of a student's knowledge of subject was determined through periodic testing that incorporated essays, short answer, true/false, and multiple-choice questions.
Criteria – What Meets, Exceeds or does Not Meet rubric?	All students were expected to meet the measure "Meets Most" criteria. Lectures covered topics dealing with the traditional roles of the artist, artistic mediums, formal elements of design and composition. Plus, a review of historical periods in art. I expected all students to identify and be able to discuss the most basic elements from the listed section of topics in relation to specific artwork, and its significance to the culture that produced it. Students that could apply some of these topics to help them come to a reasoned educated conclusion of how art is culturally influenced met the "Meets Criteria" standard. Those who exhibited the ability to use most of these topics met the "Exceeds Criteria" standard. Students that were unable to demonstrate an ability to formulate opinions or factual information around these topics met the "Does Not Meet" standards category.
What % of students met the criteria? Is this % satisfactory?	Eighty percent of students tested met or exceeded the "Meets Criteria" standard. This is satisfactory for a single semester class, considering the broad scope of topics covered.
Are trends evident? Are there learning gaps?	One obvious trend is that students who did not keep up with required work (reading and writing assignments) tended to perform poorly on tests. Students that regularly attended class and fully participated performed at or above expectations. There seems to be a slight learning gap between older and younger students. The older students were more able to critically think and analyze cultural purpose and differences for making art.
What content, structure, or strategies might improve outcomes?	People in general measure the value of art by how well an art piece replicates real things in life. By analysis of artworks and cultural aesthetic, a grander perspective and appreciation for art can be attained. When students realize this they become more motivated to learn, and participate in class

08/09

	discussions. This helps students to understand the complex process in, and diverse purpose for, making art. There is, in my opinion, no significant reason to adjust the course content. On average, students have performed well. There may be some change in teaching strategies that might improve the ten percent of students that fell into the "Does Not Meet" standards category this semester. After the conclusion of each semester I ponder this and make slight to moderate adjustments to the course content and teaching strategies. It comes down to the fact that there will be students that will not apply themselves, regardless of the circumstances.
Will you change assessment method and or criteria?	I constantly consider what might make the adult learning experience more effective. Every semester the course content has remained predominantly the same. But, the chemistry between the students and students to me differs. This of course alters the learning experience to some degree each semester. The course criteria and assessment has been effective and fair. I am satisfied with the process.
Did learning outcomes for this group improve over prior student groups? Discuss	Primarily, the learning of requisite material has remained the same. I have fine-tuned my teaching process by considering student and faculty evaluations, listening to student before and after opinions on art, analyzing test results and content of writing assignments. I am successfully opening the eyes and minds of more students, allowing them to appreciate the complexity and variety of art and its many purposes.

ASSESSMENT RUBRIC

Does not meet standards	Failed to complete some or most assignments, seldom if at all contributed to class discussions, poor test results, poor attendance, neglected to turn in a research/term paper.
Meets most standards	Satisfactory completion of assignments, average test results, turned in research/term paper, contributed to class discussions.
Exceptional	Above average performance on, assignments, test results, class participation during lectures and discussions, and a well written and insightful research/term paper.

SLO ASSESSMENT, REVIEW, IMPROVEMENT

Student Learning Outcome	**PHT 020 – SLO #2.** Students will use pharmaceutical terminology, define and describe pharmacy distribution systems and pharmacy standards through reading assignments and lecture material as evidenced by written exams and written assignments.
Assessment Method	Disease and Drug written assignment Quizzes Final Exam
Satisfactory Level of Achievement	65% of students will pass Disease and Drug written assignment according to criteria 65% will pass Quizzes & Final Exam with 70% or higher score
What % of students met criteria? Is this satisfactory?	**FALL 2007** – 87% of students met criteria **SPRING 2008** – 85% of students met criteria **This is satisfactory.**
Are trends evident? Are there learning gaps?	Small drop in achievement. Likely indicates variation.
What andragogy, content, or structure strategies might improve outcomes?	Increase drug review sessions in class
Will you change assessment method and/or criteria?	No
Did learning outcomes improve?	About the same

☐ Plan ☐ Data gathering/evaluation ☒ Plan for improvement ☐ Re-evaluate

08/09

From Norena Norton Badway, Ph.D.

PLANNING, ASSESSMENT, REVIEW, IMPROVEMENT TEMPLATE

Student Learning Outcome	Students in ESL 930 were assessed on the following SLOs: SLO #1: Students will be able to compose grammatically sound simple sentences as well as Yes/No and Wh-questions in the simple present, past and future tenses by using correct syntax, punctuation, capitalization, and word order. SLO #2: Given a reading passage, students will be able to demonstrate comprehension by correctly responding to questions about the passage in clear and complete sentences. SLO #3: Students will demonstrate the ability to compose a paragraph of at least 8 sentences about a central topic that contains an introduction, a body and a conclusion.
Assessment Method	Students were assessed for the respective SLOs through fill-in-the-blank and questions/answer type assessment tools. The data for SLOs #1 and #3 was collected through a final examination. The data for SLO #2 was collected through a reading packet assignment that students were required to complete and submit for corrections.
Criteria What is "good enough"? Rubric	Students who meet these criteria exemplify 70% to 100% competency in questions asked in the SLO assessment tools. SLO #1: The criteria for competency entails students being able to write clear and complete sentences and questions in the simple present, past and future tenses by using correct syntax, punctuation, capitalization, and word order. SLO #2: The criteria for competency entails students being able to demonstrate reading comprehension by answering questions pertaining to a written work. SLO #3: The criteria for competency entails students being able to demonstrate the ability to write an organized paragraph that contains an introduction with a thesis statement, a body of three supporting reasons, and a conclusion. The paragraph should also reflect the grammatical aspects learned throughout the course.
What % of students met criteria? Is this % satisfactory?	SLO #1: 62% of the 24 students who were assessed demonstrated competency for this SLO. SLO #2: 75% of the 24 students who were assessed demonstrated competency for this SLO. SLO #3: 41% of the 24 students who were assessed demonstrated competency for this SLO. Based on the data, recommendations can be made to reassess the prerequisite requirements for student eligibility into ESL 930. Students who assess into ESL 930 with a high assessment score or students who either choose to take ESL 930 as a remediation course even after being assessed in a higher level ESL course have a higher chance for course completion than those who matriculate into ESL 930 from ESL 907 or without taking the college's CELSA ESL assessment tool.
Are trends evident? Are there learning	In the preceding years in which ESL 930 has been offered, there have been marked changes in the focus of the program from being vocationally based, to being composition based. This change includes a shift from being bilingual which caters to students who are just being introduced to the English vernacular, to becoming what it is

08/09

From Norena Norton Badway, Ph.D.

gaps?	today, one for college composition preparation. The change in focus can be attributed to time constraints. Since the current ESL program at SBVC is a two year program that is integrally tied into the English composition track, students who begin the ESL program at SBVC already need a certain base level of English competence in order to successfully acquire the skills needed in a brief two year period of time before transitioning into the mainstream English composition track. Because of this shift in focus, the assessment tool that is currently used to assess students into the "appropriate" ESL course is no longer as accurate as it could be. Furthermore, noncredit ESL classes have been created to cater to the needs of students who are in need of fundamental English preparation before being ready to tackle the academic rigor of English composition. Therefore, it is suggested that the entire ESL assessment tool that is currently used be reevaluated and adjusted in order to align with current curriculum trends in order to ensure that the integrity of student achievement is upheld and fostered.
What andragogy, content, or structure strategies might improve outcomes?	Proper assessment of students prior to enrolling in the course will help to match student skills to the academic rigor of the class.
Will you change assessment method and/or criteria?	The assessment tool used to measure the outcomes of students is currently acceptable. However, the class needs to be reevaluated for its cut scores and possible prerequisite requirements in order to ensure that students are properly placed in the class.
Did learning outcomes improve?	Not applicable.

☐ Plan ☐ Data gathering/evaluation ☒ Plan for improvement ☐ Re-evaluate

Assessment Rubric

Does not meet standards	(69% and lower) Students whose SLO assessment fall under this category indicates a lack of competence in the material assessed.
Meets some standards	Not used
	(70% to 89%)

08/09

PLANNING, ASSESSMENT, REVIEW, IMPROVEMENT STATUS REPORT
FOR MATH 250 (Single Variable Calculus I))

Student Learning Outcome	1. *Students will demonstrate the ability to interpret and evaluate limits and the continuity functions graphically, algebraically, and numerically by correctly investigating, analyzing values of the independent variable and the behavior of the function.* 2. Students will demonstrate the ability to recognize and evaluate integrals using basic integration formulas and numerical methods to perform both definite and indefinite integration.
Assessment Method	**Assessment Method – technique and procedure used in assessing student learning outcomes.** A cross-sectional survey method using a questionnaire for data collection was administered to all students taking the Math 250 – Single Variable Calculus I course during the Fall 2008 semester. The return rate was approximately 97% and not all students responded to each question posed on the assessment. The questionnaire contains a total of 9 questions requiring 10 student responses. A Modified Likert-type scale was used to garner responses for questions addressing the affective component. This instrument was administered as an in-class assignment. Students were informed that the results would be considered as extra credit to the final exam, a poor performance would not affect their final exam grade but a good performance could add to their final exam grade. Also, the results would be used to improve/enhance future instruction of the course.
Criteria What is "good enough"? Rubric	**Rubric** The following rubric is provides a structure within which to analyze data garnered from returned Student Learning Outcome questionnaires. The vertical column provides a graduated scale measuring cognitive responses where as the horizontal row coincides with the Likert-type scale used to assess the cognitive component of the model. *For the two-part questions, optimal results would fall into the lower right triangular region where students are demonstrating high levels of mastery of course concepts and confidence. Responses located in other regions indicate possible areas of needed instructional improvement/enhancement.* *For the one-part questions (affective component only), optimal results would fall into the right where students are suggesting high levels of confidence. Responses located left of center indicate areas of needed instructional improvement/enhancement.*

08/09

379

Rubrics - Blank

Questions 1 – 6

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Student demonstrates no understanding of calculus to concepts being assessed or left blank					
Student demonstrates limited understanding and does not properly apply calculus to concepts being assessed					
Student demonstrates understanding of some, but not all related calculus concepts related to the assessment question.					
Student demonstrates understanding, but not complete mastery of concept being assessed.					
Student demonstrates mastery of concept being assessed.					

Questions 7 - 9

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

What % of students met criteria?
Is this % satisfactory?

1. Find the limits of the function graphed.

(a) $\lim_{x \to 0} f(x) =$ _____

(b) $\lim_{x \to -2} f(x) =$ _____

Analysis: 64% of the student responses lie in the desired region indicated high levels of mastery and confidence to properly apply the concepts of calculus in this content area. Approximately 14% of the student responses indicate combinations of high confidence, but lower levels of mastery. Also, approximately 14% indicate neutral or low confidence with high levels of understanding. While about 7% indicate limited confidence with limited understanding of this content area.

Moderate instructional improvement/emphasis in this content area is warranted.

2. Calculate the limit. Show your work and box your answer. $\lim_{a \to 3} \frac{3 \quad a}{\frac{1}{9} - \frac{1}{a^2}}$

Analysis: 28.6% of the student responses lay in the desired region indicated high levels of mastery and confidence to properly apply the concepts of calculus in this content area. Approximately 37.5% of the student responses indicate combinations of high confidence, but lower levels of mastery. Also, 8.9% indicate neutral or low confidence with high levels of understanding. While about 25% indicate limited confidence with limited understanding of this content area.

Significant instructional improvement/emphasis in this content area is warranted.

Note: Although limits are the basis of how and why the theorems of calculus hold true, why calculus works, it is difficult convincint students of the importance of this concept. The instructor is fighting the student grapevine which proposes that limits are not important because they do not reappear later in the curriculum.

3. Find the limit, if possible. Show your work and box your answer. $\lim_{x \to \infty} \frac{3-2x}{3x-1}$

Analysis: 39% of the student responses lay in the desired region indicated high levels of mastery and confidence to properly apply the concepts of calculus in this content area. Approximately 25% of the student responses indicate combinations of high confidence, but lower levels of mastery. Also, 7% indicate neutral or low confidence with high levels of understanding. While about 29% indicate limited confidence with limited understanding of this content area.

Significant instructional improvement/emphasis in this content area is warranted.

4. Find the indefinite integral and check the result by differentiation. Box your answer. $\int (\theta^2 + \sec^2 \theta) \; d\theta$

Analysis: 48% of the student responses lie in the desired region indicated high levels of mastery and confidence to properly apply the concepts of calculus in this content area. Approximately 7% of the student responses indicate combinations of high confidence, but lower levels of mastery. Also, 14% indicate neutral or low confidence with high levels of understanding. While about 30% indicate limited confidence with limited understanding of this content area.

Significant instructional improvement/emphasis in this content area is warranted.

5. Find the indefinite integral and check the result by differentiation. Show your work and box your answer.

$$\int x\sqrt{x^2-4}\cdot dx$$

Analysis: 50% of the student responses lie in the desired region indicated high levels of mastery and confidence to properly apply the concepts of calculus in this content area. Approximately 18% of the student responses indicate combinations of high confidence, but lower levels of mastery. Also, 9% indicate neutral or low confidence with high levels of understanding. While about 23% indicate limited confidence with limited understanding of this content area.

Significant instructional improvement/emphasis in this content area is warranted.

6. Evaluate the definite integral. Show your work and box your answer. $\int_{\frac{3\pi}{4}}^{\frac{5\pi}{4}} \cdot \frac{1-\sin^2\theta}{\cos\theta}\cdot d\theta$

Analysis: 34% of the student responses lay in the desired region indicated high levels of mastery and confidence to properly apply the concepts of calculus in this content area. Approximately 13% of the student responses indicate combinations of high confidence, but lower levels of mastery. Also, 7% indicate neutral or low confidence with high levels of understanding. While about 46% indicate limited confidence with limited understanding of this content area.

Significant instructional improvement/emphasis in this content area is warranted.

Note: A lapse in trigonometry knowledge accompanied most errors.)

7. I recognize the importance of mathematics and I am able to apply concepts learned in this course and in other courses, in my employment, and in my everyday life.

Analysis: Although a significant majority of the students, 87.5%, recognize the importance of mathematics and are able to apply concepts learned in this course elsewhere, improvement can be made so that no student responds neutrally or disagrees, which was 12.5%..

	8. I am confident in my ability to interpret and evaluate limits and the continuity functions graphically, algebraically, and numerically. **Analysis:** Although a majority of the students, 71%, are confident of their ability to interpret and evaluate limits and the continuity functions graphically, algebraically, and numerically, improvement can be made so that no student responds neutrally or disagrees, which was 29%.. 9. I am confident in my ability to recognize and evaluate integrals using basic integration formulas and numerical methods to perform both definite and indefinite integration. **Analysis**: Although a majority of the students, 64%, are confident of their ability to recognize and evaluate integrals using basic integration formulas and numerical method to perform both definite and indefinite integration, improvement can be made so that no student responds neutrally or disagrees, which was 36%..
Are trends evident? Are there learning gaps?	See identified trends under each question.
What andragogy, content, or structure strategies might improve outcomes?	See analysis under each question.
Will you change assessment method and/or criteria?	1) So much time in the class is spent presenting the many different forms of differentiation, a huge topic that is crucial to successfully completing this course. Yet there are no SLOs about differentiation. This is an oversight that needs to be corrected. 2) A lapse in trigonometry knowledge accompanied most errors on problem #6. Therefore, it is recommended that problem #6 be changed so that it does not test recalling a Trigonometry identity rather than integration.
Did learning outcomes improve?	There is no comparative data available at this time. Future assessment and reporting of results is recommended in 3 years.

Anthropology and Sociology Department SLO Assessment Report

Submit one report per SLO even if using one assessment assignment to measure both SLO. Fill out the two parts of report below and e-mail to faculty chair at the end of semester or beginning of next semester. Attach assessment assignment and rubric to e-mail.

Semester: **Fall 2009**

Course: **Cultural Anthropology, Anth 102-70**

Faculty Member: **Patricia L. Frasier**

Part IA: Assessment Summary

Student Learning Outcome 1	Assessment Method or Measurement Instrument	Criteria – What is "good enough" Or better? From Rubric	What % of students met criteria? Is this % satisfactory?	Are trends evident? Are there learning gaps?	What andragogy, content, or structure strategies might improve outcomes?	Will you change assessment method and/or criteria?	Did learning outcomes improve?
Students will demonstrate their knowledge of anthropological research methods and discuss the conceptual framework of sociocultural anthropology in terms of the concept of culture after having read assigned material on these topics, assessed by exams and written assignments.	Exam I questions: See Addendum for the questions.	Answered 13 to 18 questions correctly.	Of the students taking the exam (25), 76% answered 13 to 17 questions correctly, i.e., fell in the 70% to 100% interval, while 24% fell below the "Good Enough" criteria. For a first attempt at assessing SLO's when the assessment tools had not been designed for the task, I think that 76% is a good result.	The SLO 1 scores closely tracked the overall exam score that the student achieved and thus was fairly representative of the exam itself which is expected because the assessment method was a 58% sample of Exam I. The class average on SLO1 is 77.2.	SLO1 needs to be modified into two parts. There are two different topics represented in SLO 1. Also, the SLO appears to require two assessment methods. The SLO should be re-written.	If the SLOs are not changed to be more representative of the major topics in Cultural Anthropology, then I will increase the number of questions about research methods or include an essay. I may also modify a discussion assignment to more closely assess the cultural concepts portion of the SLO.	Not applicable.

Part IB: Aggregate Assessment Results

Faculty member is required to keep records of individual student learning outcomes later to be recorded into eLumen. It is suggested that faculty keep records in the same document used to track student grades. Write the number or percentage of students that met each of your rubric standards. Include number of students who did not attempt assessment.

Rubric Standards (these are the columns in your rubric)	**Percentage** (students meeting each rubric standard)	**Number** (students meeting each rubric standard)	**Comments**
Did not take exam.	7.4%	2	
Answered 10 or fewer questions correctly. (<60%)	3.7%	1	
Answered 11-12 questions correctly. (60-69%)	18.5%	5	
Answered 13-14 questions correctly. (70-70%)	22.2%	6	The majority of the class (70.3%) scored 70% and above. If the students not taking the exam are excluded, 76% of the students were in the Good Enough and better category.
Answered 15-16 questions correctly. (80-89%)	44.4%	12	
Answered 17-18 questions correctly. (90-100%)	3.7%	1	
Totals	100	27	

Cultural Anthropology p2

Science Division 2009-2010
Department ___Physics/Astronomy_____
Course ____Physics 150A_____
Semester Assessed ____Fall 2009_____

Planning, Assessment, Review, and Improvement

Student Learning Outcome (s)	Course: **Physics 150A** 1. Students will demonstrate an understanding of the basics of the fields of mechanics, fluids, oscillatory motion, thermodynamics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. 2. Given new situations, by using various trigonometric and algebraic techniques with some discussion of relevant calculus concepts, students will correctly solve a variety of physical situations by a proper application of the principles, laws, and concepts of physics. 3. Also, given a particular laboratory physical objective in mechanics, fluids, oscillatory motion, or thermodynamics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems.
Assessment Method	For SLO #1 and SLO #2, for each of the five semester tests that were taken, a percentage of how many students scored within the grade ranges 100%-85%, 85%-70%, 70%-55%, 55%-45%, and 45%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations. For SLO #3, a percentage of how many students had lab report averages falling within the same grade ranges was taken to represent the students' ability to assemble, use, and analyze physical systems.
Criteria: What is "good enough"? Rubric	Attach separate Rubric "Good Enough": A percentage between 55% and 70% for both the test averages and the lab report/lab notebook averages. Rubric: Exceptional: A test or lab score higher than 85% Meets most standards: A test or lab score between 70% and 85% Good enough: A test or lab score between 55% and 70% Meets some standards: A test or lab score between 45% and 55% Does not meet standards: A test or lab score less than 45%
What percent of students met criteria? Is this percent	Overall, for the tests, an average of 82.5% of the students scored "good enough" or above. This percentage is quite reasonable and satisfactory, but could be better. Overall, for the labs, 95.5% of the students had lab averages "good enough" or above. This percentage

2009/2010
Physics 150A
p1

satisfactory?	is very satisfactory.
Are trends evident? Are there learning gaps?	Students seemed to do well in the tests relating to basic motion, but as the concepts became more difficult, as in vector forces, momentum, energy, and rotation, the percentages dropped, as to be successful in these areas one needs to have synthesized all previous material; thermodynamics had a low percentage as well, as few students have experience in this field, which can, at times, tend to be abstract; when the topics related to fluids and simple harmonic motion though, the percentages were higher, perhaps since the topics were new, required less synthesis, and were more related to students' past experiences. The lab percentages usually tend to be high compared to the tests since the students generally have ample opportunity to work on their lab reports before submitting them for grading, and the students generally collaborate with their peers and lab partners to be able to better understand the lab and its analysis.
What pedagogy, content, or structure strategies might improve outcomes?	The use of more visual aids, such as using the DVD that comes with the text which can display specific power point excerpts of physical relationships to various physical phenomena, may improve outcomes; further, use of self-testing and material review software may give the students more practice in problem-solving and conceptual understanding of the physics involved; also, the use of more lecture demonstrations might generate a higher level of student participation and interest.
Will you change assessment method and/or criteria?	At present, because this assessment procedure is new to the department, there are no plans to change the assessment method and/or criteria; when several assessments have been made over several cycles, it will be easier to decide whether the methods need to be modified.
Did learning outcomes improve?	Not applicable; this was the first time this learning outcome was tested and evaluated.

CIT 100 Fall 10

PLANNING, ASSESSMENT, REVIEW, IMPROVEMENT TEMPLATE

Student Learning Outcome	1. Given a detailed description of a newsletter with Word Art, Columns, Text Boxes, Clip Art, and Tables, the student will produce a preliminary Newspaper Word document. 2. Student will demonstrate the ability to take notes, understand and utilize the features of Word 2010.
Assessment Method	1. A hands-on assessment where students will duplicate a picture of a Newspaper Word document using Word Art, Columns, Text Boxes, Tables and Clip Art. 2. A theory test on Word features will be administered.
Criteria What is "good enough"? Rubric	1. Students must successfully produce the required assessment with 75% or above of the points possible. 2. Students must successfully score 75% or above on the theory test.
What % of students met criteria? Is this % satisfactory?	1. ** % of the students met the criteria. This number is satisfactory. 2. 80% of the students met the criteria. This number is satisfactory.
Are trends evident? Are there learning gaps?	1. No trends or learning gaps were observed. 2. No tends or learning gaps were observed.
What andragogy, content, or structure strategies might improve outcomes?	1. Hands-on assessments are the most effective way to evaluate results for computer software assessments. 2. Theory tests is an effective way to evaluate students understanding of computer software.
Will you change assessment method and/or criteria?	1 and 2. No hands-on assessment and theory tests are the most effective way of assessing students learning.
Did learning outcomes improve?	No previous data available

From Michael Durrett, Real Estate Finance 070, Formerly 210

PLANNING, ASSESSMENT, REVIEW, IMPROVEMENT TEMPLATE

Student Learning Outcome	Students will demonstrate their comprehension of what a return on an investment in real estate means to an investor.
Assessment Method	Students were assessed by quizzes and exam questions.
Criteria What is "good enough"? Rubric	Student success was measured as having earned 75% or above of the points possible. The State of California requires a pass rate of 70% correct answers.
What % of students met criteria? Is this % satisfactory?	84% of the students met the criteria. Yes
Are trends evident? Are there learning gaps?	No trends or learning gaps were observed.
What andragogy, content, or structure strategies might improve outcomes?	The continued interaction of assignments in problem solving, motivational text reading and additional test questioning may improve outcomes.
Will you change assessment method and/or criteria?	No, the testing used at San Bernardino Valley College emulates the State of California's testing program for people who wish to practice in the field of real estate. Test takers either pass or fail.
Did learning outcomes improve?	No previous data is available.

[redacted]ities Division 2011-2012
Department __Art_____
Course __ART-270X4_____
Semester Assessed _SP '12_____

Planning, Assessment, Review, and Improvement

Student Learning Outcome (s)	**Student Learning Outcomes 1** 1st Semester: Student will demonstrate the ability to accurately measure and cut glass and understand the volume of glass 2nd Semester: Student will demonstrate the ability to crease deep inside curves and irregular shapes that can't be cut by hand 3rd Semester: Student will design a light fixture and accurately cut and fit glass to meet the design 4th Semester: Student will be able to communicate creative ideas, display critical thinking skills and collaborate with other students **Student Learning Outcomes 2** 1st Semester: Student will understand how to create a schedule to successfully fire their work in a kiln 2nd Semester: Student will demonstrate an understanding of design elements and how they relate to glass 3rd Semester: Student will plan and execute a more complex firing schedule 4th Semester: Student will plan and execute a multi-part project utilizing multiple firings
Assessment Method	**Assessment Methods 1** 1st Semester: Student will be evaluated by oral critiques and task performance-the comparison of a project that exhibits filling of glass 2nd Semester: Student will be evaluated by oral critiques and task performance-the successful completion of a project that exhibits filling of glass 3rd Semester: Student will be evaluated by oral critiques and task performance-Completion of a light fixture from concept through final working product 4th Semester: Completion of a two or three dimensional project with glass work contributed by two students. **Assessment Methods 2** 1st Semester: The student will be evaluated by oral critiques and task performance-the successful completion of a desired effect after the work has been fired in the kiln 2nd Semester: Student will be evaluated by oral critiques and task performance-the completion of a two or three dimensional fused project

	3rd Semester: A finished project that has withstood the more complex firings 4th Semester: Student will be evaluated by successful completion of a multi-part project utilizing multiple firings.
Criteria: What is "good enough"? Rubric	
What percent of students met criteria? Is this percent satisfactory?	
Are trends evident? Are there learning gaps?	No
What pedagogy, content, or structure strategies might improve outcomes?	
Will you change assessment method and/or criteria?	Changed 4th semester outcome #2
Did learning outcomes improve?	

Humanities Division 2011-2012
Department __English_____
Course __015_____
Semester Assessed _SP '12_____

Planning, Assessment, Review, and Improvement

Student Learning Outcome (s)	1) Students will compose clear and effective sentences within the context of paragraph and essays, relatively free of major grammatical, spelling, and punctuation errors. 2) Students will compose coherent and unified expository essays that sufficiently support a thesis statement. 3) Students will accurately identify main ideas and supporting evidence in written texts and infer meaning from those texts.
Assessment Method	015 final essay exam
Criteria: What is "good enough"? Rubric	Department score 4= satisfactory. Addresses topic but may neglect some aspects of the task. Marked by adequate understanding of text, sufficient examples, and acceptable reasoning. Clearly organized, but may contain minor digressions and paragraph problems. Has sufficient control of sentences, word choice, and grammar errors.
What percent of students met criteria? Is this percent satisfactory?	46%
Are trends evident? Are there learning gaps?	
What pedagogy, content, or structure strategies might improve outcomes?	
Will you change assessment method and/or criteria?	A series of department meetings to review and modify department policies and recommendations regarding the 015 final exam and its processes has been completed and we have made changes to the grading rubric, formalized departmental recommendations, and have forwarded new documents to all faculty in the department. We will be using the revised policies and guidelines beginning fall, 2012
Did learning outcomes improve?	

Humanities Division 2011-2012
Department ___English_____
Course ___ENGL-022x4_____
Semester Assessed ___SP '12_____

Planning, Assessment, Review, and Improvement

Student Learning Outcome (s)	1) Students will understand journalism ethics and responsibilities 2) Students will learn the preparations and methods used to produce news writing and to demonstrate the ability to write news stories 3) Students will know how to select and arrange news stories, photos, and cartoons
Assessment Method	Arrowhead publication
Criteria: What is "good enough"? Rubric	On-time, successful completion of magazine issue that contains timely articles and appropriate graphics
What percent of students met criteria? Is this percent satisfactory?	66%
Are trends evident? Are there learning gaps?	
What pedagogy, content, or structure strategies might improve outcomes?	
Will you change assessment method and/or criteria?	The SLO's are appropriate for the class at this time. This semester, the department engages in multiple discussions about the future look and format of the newspaper. The decision has been made to adopt a fully online format beginning fall 2012.
Did learning outcomes improve?	

San Bernardino Valley College

SLO Course Summary Report Form
Due annually to the Division Office on or before May 20.
(For each course assessed)

Spring 2013

Division: Applied Technology, Transportation and Culinary Arts

Course # and Title: ELECTR 155 Electronics Drawing and Assembly

Student Learning Outcome K	Calculate the total developed length for parts with a 90-degree bend and greater than 90-degree bends
Assessment Method	I assessed this SLO using my student question form. (See attached Exhibit-1)
Criteria – what is "good enough"? Rubric	Students earn 0-2 points for both accuracy and content. A score of 2 is passing for this.
What % of students met the criteria? Is this % satisfactory?	This class had 79% of students passed this SLO and the course. There were 21% failed this SLO and the course. Yes, 70%, or better, is satisfactory.
Were trends evident in the outcomes? Are there learning gaps?	There were no trends of learning gaps evident, but there were gaps in student performance, which is normal.
What content, structure, strategies might improve outcomes?	More up-to-date textbook; more relevant information on Printed Circuit Board (PCB) design; MultiSim and UltiBoard software applications for students to use in designing PCBs and fabricating PCBs.
Will you change assessment method and or criteria?	Yes, hard to find answer especially when not even in old textbook. Found information on Internet. But very out of date when industry does little through-hole mounting these days. Now it is Surface Mount Technology (SMT) which allows for more mounting of parts on both sides of the Printed Circuit Board (PCB). Wire bending is virtually obsolete.
Will you rewrite the SLO? If so, please identify.	Yes, to clarify and be more descriptive as to what the SLO is asking. This SLO is too vague. If keeping, should say "solid wire" of a specific gauge and material (usually copper). However, lead bending is not done with surface mount components.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: SSHDPE
Department: Sociology
Course: SOC 120 Health and Illness in Society
Semester Assessed: Fall 2012
Next Assessment: 2015-2016

Student Learning Outcome	SLO #1: Students will demonstrate knowledge of domestic and global societal trends and forces which influence the organization of the medical institution to be evaluated by a written assessment. SLO #2: Students will demonstrate their understanding of the variations in health and illness and experience related to social status and culture evaluated by a written or objective assessment.
Section(s) assessed and rationale for section selection if appropriate.	Section 70 DE This is the only section offered.
Assessment Methods	Analysis of student success and retention data retrieved from college EIS and State Chancellor's Data Mart. http://datamart.cccco.edu/
Criteria – what is "good enough"? Rubric	Course retention and success data will be at or above the state average (aggregate of all sociology courses in all delivery formats) for fall 2012. Success rate is defined as the total number of students who have passed the course by the total number of students enrolled at census.
What % of students met the criteria? Is this % satisfactory?	State retention rate: 87.15% Course retention rate: 91% State success rate: 66.84% Course success rate: 76.47% Number of students that satisfactorily met SLOs for course: 26 out of 34.
Were trends evident in the outcomes? Are there learning gaps?	The data for the course shows above average performance in both areas of student retention and success. This is a new course and the first time that student learning outcomes were measured. The retention and success rates show that these percentages are satisfactory.
What content, structure, strategies might improve outcomes?	Department faculty should be regularly engaged in professional development activities and discussions that focus on the improvement of teaching strategies as part of their profession.
Will you change assessment method and or criteria?	Department may determine that assessment or criteria will need to be updated during next cycle in order to examine the student learning outcomes from a different angle. Retention and success rates do not necessarily measure specific learning outcomes however during this assessment cycle it was determined that a comparison should be made to state averages as a starting point to examining learning trends, gaps, and improvement strategies.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☐E-mail Discussion with ☐FT Faculty ☐Adjunct Faculty. Date(s): ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): The data will be part of a comprehensive analysis of all sociology courses during 2013-

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Humanities

Department: Modern Languages
Course: Spanish 157

Semester Assessed: Fall 2012
Next Assessment: Spring 2015

Student Learning Outcome	Spanish 157 #1
Sections(s) assessed and rationale for section selection if appropriate.	3 sections assessed. All sections are Spa 157 and used a similar final exam.
Assessment Methods	
Criteria – what is "good enough"? Rubric	Students who receive an 80% or higher in their final exam will be deemed satisfactory.
What % of students met the criteria? Is this % satisfactory?	80% of students assessed met the criteria. However, the MLD feels that this percentage can be higher for future assessments.
Were trends evident in the outcomes? Are there learning gaps?	As compared to Spanish 101 students, native speakers performed at a higher percentage in this assignment. Since students already knew Spanish from the beginning of the course, the final exam seemed less daunting for them. However, 20% of them still assessed under the satisfactory percentile which shows room for improvement thru more review sessions, tutoring, and in-class discussion.
What content, structure, strategies might improve outcomes?	Outcomes could be improved by emphasizing the exam and assigning a higher percentage of the total grade to the final exam. Thus, students would need to prepare better and would probably improve their grades.
Will you change assessment method and or criteria?	We will revise the grading criteria to reflect a more uniform emphasis on percentages for the final exam. All Spanish 157 classes will assign the same percentage to the final.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☒E-mail Discussion with ☒FT Faculty ☐Adjunct Faculty. Date(s): ☒Department Meeting. Date(s): October 12, 2012 ☒Division Meetings. Date(s): January 11, 2013 ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: Streamlining the assessment methodologies and improving our Student Learning Outcomes to reflect our success and retention rates.
Will you rewrite the SLO? If so, please identify.	None at this point.

San Bernardino Valley College: Course Summary Report Form
2012/2013

Division: Arts & Humanities
Department: Reading & Study Skills
Course: Read 951—Reading Skills I & II
Semester Assessed: Fall 2012
Next Assessment: Fall 2015

Student Learning Outcome	Students will demonstrate literal, inferential/critical reading ability of material written at the 8th grade level, based on Fry's Readability Scale by locating factual information, unstated main ideas, and drawing logical conclusions as presented in readings and correctly answering related comprehension questions.
Section(s) assessed and rationale for section selection if appropriate	Read 951 was put through Curriculum as an experimental course. One section was offered in Fall 2012 and one section was offered again in Spring 2013. The course is on hiatus for the Fall 2013 semester pending evaluation by the Curriculum Committee. At that point it will be determined if the department may continue to offer it.
Assessment Methods	The assessment method used for this SLO was regularly administered reading comprehension tests, written at the 8th grade level, that were based on assigned short stories.
Criteria – what is "good enough"? Rubric	"Good enough" was a 70% average or higher on reading comprehension tests for each student.
What % of students met the criteria? Is this % satisfactory?	68% of the students met the criteria, which is not a satisfactory percentage.
Were trends evident in the outcomes? Are there learning gaps?	Attendance problems appear to be a common trend for the students who did not meet the criteria. The learning gap in this situation appears to be student based. In some instances students who miss class sessions may be struggling with course concepts, consequently choosing not to address the material.
What content, structure, strategies might improve outcomes?	Strategies for improving outcomes might include group tutoring sessions outside of class time, possibly lead by reading tutors, and addressing time management skills more specifically in class with individual students.
Will you change assessment method and or criteria?	The assessment method and criteria will not be changed at this time.
Evidence of Dialogue (Attach Representative Sample of Dialogue)	*Check any that apply* ☒E-mail Discussion with ☒FT Faculty ☒Adjunct Faculty. Date(s): April 2013. ☐Department Meeting. Date(s): ☐Division Meetings. Date(s): ☐Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: The average of 70% on reading comprehension tests that was deemed "good enough" was not met. This is a concern for the department. Although this percentage is not extremely below the identified minimum, it does need to be addressed. Since Read 951 is an accelerated course that is meant to allow students to move forward in one semester with the curriculum that is traditionally taught in two semesters, it could be that dealing with the higher level critical thinking skills is

	problematic for them due to the time limitation. The SLO is appropriate for the course, however, dialogue focused on the cut off scores (prerequisite) for this course. Currently, students who assess into the top 20% of Read 920 are eligible to enroll in Read 951. One suggestion was to raise that cutoff to the top 10%. This would still accommodate our students, but would help to ensure that they were successful in the course. This will be addressed at the end of the spring semester. At that time, the course will have been offered a second time, and the department will address the success, persistence, and retention rates over the two semesters with the curriculum committee.
Will you rewrite the SLO? If so, please identify.	The SLO will not be rewritten at this time.
Response to Student Learning Outcome assessment?	☐Professional Development ☐Intra-departmental changes ☒Curriculum action ☐Requests for resources Since this was an experimental course, it will be reviewed at the end of the spring 2013 semester by the Curriculum Committee in relation to retention rate, success rate, and any other findings by the department. In fall 2013, the department will report back to the Committee on persistence and any other findings.