

Courses with Use of Results tied to SLGs - PDF

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

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|-----------------------|---------------|--|
| Adult Basic Education | BS ABE04 | <p>students. A PCC can only be created if the student provides us with some transcript. Students are advised to bring a copy of their most recent transcript with them to the orientation. All students however, complete a transcript request form during the orientation which we fax directly to named schools. There are a variety of situations that could explain why more transcripts are not received.</p> <ul style="list-style-type: none"> -Student does not bring in most recent transcript to orientation -Student perhaps attended schools/districts that now requires fees to obtain transcripts -Student completes transcript request form, but we never receive a transcript -Transiency and life barriers for some students -Student has out of country transcripts that could be costly to translate <p>Recommendations:</p> <ul style="list-style-type: none"> -Require student to bring in copy of most recent transcript to orientation -Notify students within a designated period of time that we have not yet received any transcripts and determine whether or not student is still interested in moving forward through program. <p>GED Students:</p> <p>It is evident that the GED students are especially transient. More focused efforts need to be made to assist these students in following through with the noncredit matriculation plan. This would includes a timely and systematic follow-up of those attending orientations. ABE staff needs to call the students after two weeks to offer support in completing the matriculation process and beginning their program.</p> |
| Adult Basic Education | BS ABE04 | <p>This data infers that most of the students understood the noncredit matriculation process and that the criterion was met. Furthermore, those attending the Adult Diploma orientation clearly demonstrated that they knew the steps needed to complete the enrollment process as 84% were able to name 4 or 5 matriculation steps. However, many attending the GED orientation did not demonstrate that they were as informed of the steps (49%). This means that almost half left the orientation without knowing the steps to completing the noncredit matriculation process. Some suggestions are:</p> <ol style="list-style-type: none"> 1.Evaluate the orientation materials for GED to determine if there is ample and clear documentation of the matriculation steps. 2.Evaluate the presentation order and delivery to ensure that different learning styles are addressed. 3.Consider different presentation styles, i.e, mixture of PPT, lecture, grouping. |
| Adult Basic Education | BS ABE05 | |
| Adult Basic Education | BS GEDMA | |
| Adult Basic Education | BS LRN01 | |
| Adult Basic Education | BS LRN01 | <p>Based on the results instructors will give students a writing checklist along with the rubric so that the students can better interpret the strategic and conventional expectations of the paper and be able to implement them.</p> <p>The instructor also recommends adding a writing conventions section to the syllabus.</p> |
| Adult Basic Education | BS LRN06 | <p>Although students met all the criteria, the largest area for improvement was related to typos and mechanics (margins, spacing, and formatting).</p> <p>Students will meet with instructor before first test to discuss what is expected.</p> |
| Adult Basic Education | BS LRN06 | <p>Although students met all the criteria, the largest area for improvement was related to using formulas correctly.</p> |

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

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| Adult Basic Education | BSHS ART2 | |
| Adult Basic Education | BSHS BIO | |
| Adult Basic Education | BSHS BIO | <ol style="list-style-type: none"> 1. At least 10% more students should be able to pass the Biology final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide. |
| Adult Basic Education | BSHS BIO | <ol style="list-style-type: none"> 1. At least 20% more students should be able to pass the Biology final exam with a grade of 70% or better. 2. Re-write study guide to be more specific about examination topics |
| Adult Basic Education | BSHS BIO | <p>Most students understood they needed to complete a Punnett square and correctly drew one. However, students do not know the difference between homozygous and heterozygous genotypes when asked to use them in a cross. Some students also used two different letters to represent alleles indicating they do not completely understand how to perform genetic crosses. Using Punnett squares is a basic skill in biology; therefore, students may need more practice. An additional worksheet summarizing these key concepts of crosses for this chapter is needed. Identification of homozygous and heterozygous genotypes is a beginning skill necessary for proficiency in this chapter. No changes to question #18 need to be made. Question #26 may be too difficult for most students to answer successfully; advanced students should be able to answer this question. In examining the practice work with the examination there is no clear link between classroom assignments and test performance. It is suggested, in addition to a worksheet, that the chapter 11 exam be changed to reflect basic and above basic transfer of knowledge. This SLO needs to be altered and revisited next semester.</p> |
| Adult Basic Education | BSHS BIO | <p>Results suggest that students need more practice making inferences and drawing conclusions. Curriculum should be modified to provide students with additional practice prior to the Lab. Possible assignment could include Problem Solving Labs and Analyzing Labs.</p> |
| Adult Basic Education | BSHS BIO | <p>Students typically enjoy this portion of genetics and the associated lab work. Based on the results of this SLO perhaps the curriculum in total should include more laboratories.</p> |
| Adult Basic Education | BSHS BIO | <p>The two questions that seemed most difficult were numbers six and nine. Number six asked for the function of the myelin sheath in nerve conduction. This answer is clearly stated in the text book and relatively easy to answer with adequate effort. Question nine asks for the roles of the various ions that make up an action potential, calling for a high conceptual grasp of the material. It could be worded more clearly, and I believe that many of the students misread the question, because they demonstrated comprehension of the same concepts elsewhere in the assignment. Overall, the majority of the class grasped a very important concept in high school Biology.</p> <p>Recommendation: This is a useful and relevant assignment that I would continue to use in the future. I would write a note to the students that there is only one correct answer choice for question nine. Nerve conduction is a crucial concept in Biology and should be included in the group of ?mini-lectures? or modules that the science teacher should deliver several times throughout the year. During these talks, I have found it useful to pick an assignment similar to this to work through together.</p> |
| Adult Basic Education | BSHS CHEM | <ol style="list-style-type: none"> 1. At least 15% more students should be able to pass the Chemistry final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide. |

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| Adult Basic Education | BSHS CHEM | <ol style="list-style-type: none"> 1. Overall students did well on a difficult exam. 2. A comprehensive study guide was given to students which improved exam scores from Winter/Spring 2010. 3. Will re-evaluate exam noting topics that were more difficult and prepare additional practice worksheets |
| Adult Basic Education | BSHS CHEM | <p>In all cases low scoring labs had incomplete sections.</p> <p>In previous semesters we have not had as much success with this lab. This student group did a thorough job of accurately answering the analysis questions. Students in previous semesters have found the analysis questions difficult and have not been able to answer them successfully. The lab is a good indicator of student comprehension of physical and chemical properties and changes. Therefore, we recommend using the lab again for a different student population in a future semester to compare the results.</p> |
| Adult Basic Education | BSHS CHEM | <p>Students are able to use the book successfully and locate information based on the structure of the text. No changes should be made; this type of question gives the students exposure to the material. Although students are able to identify the number of valence electrons and draw electrons gained or lost in ion formation. They are also unable to name ions. The assignments for this chapter need to be evaluated and potentially new questions for the book need to be assigned or a worksheet needs to be made to better lead students through the material.</p> |
| Adult Basic Education | BSHS CHEM | <p>Students in this course worked exceptionally well together. This is the first lab of the semester and typically students have some difficulty working collaboratively.</p> <p>Students were allowed to choose their own lab groups and we were impressed with their ability to distribute the tasks necessary to complete the lab.</p> <p>We suggested assigning students to prescribed lab groups and comparing the results.</p> <p>Also suggested was assessing laboratory participation of two labs; this beginning lab and a lab performed towards the end of the semester.</p> |
| Adult Basic Education | BSHS CHEM | <p>The three students with the lowest score did not complete the course. This leads me to conclude that this assignment can be grasped and mastered by most students with an average level of effort. The fact that all who scored higher than 75% continued to do well in the course suggests that performance on this assignment can be used to predict performance on future assignments. This assignment draws on knowledge gained in Chemistry A, and the scores reflect the difficult nature of the assignment for those students who could not recall or never mastered the material in Chemistry. Stoichiometry is difficult for those without a strong math background, and that was reflected in the lower averages of the last three questions which were very mathematical.</p> <p>Recommendation: The science instructor needs to pay attention to the performance of students on this assignment to identify those who lack comprehension of these concepts as soon as possible. As illustrated by the top and bottom weighted nature of the students percentages, these are concepts that are either grasped fully or not at all. I believe that this assignment is clear and beneficial and would continue to use it in the future without modification.</p> |
| Adult Basic Education | BSHS CHN1 | |
| Adult Basic Education | BSHS CIV | |
| Adult Basic Education | BSHS CIV | <ol style="list-style-type: none"> 1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. |

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

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|-----------------------|---------------|---|
| Adult Basic Education | BSHS ENG1 | can be in essay format or small quick writes where the focus is the actual analysis and not the grammatical structure of the writing. Finally, writing strategies need to be emphasized in an English 1 course to set the stage for future English courses in high school and beyond. The teacher may use the various methods to show a skeletal framework of a 9th grade essay. |
| Adult Basic Education | BSHS ENG2 | |
| Adult Basic Education | BSHS ENG2 | <ol style="list-style-type: none"> 23% or 5 out of 22 students completed the final exam with an advanced rating. Based on these results, students were able to complete the final with a score of 90 or above due to clear instruction, as well as in-depth preparation. 6 out of 22 students were proficient on the final exam scoring between 80-89 %. Based on these results students that fell into this category would benefit from better preparation especially on the vocabulary and literary terms section of the test. 6 out of 22 students fell into the basic category scoring between 70-79% on the final exam. Based on these results, the instructor will mandate a completed study guide be turned in and reviewed prior to allowing the students to take the final. 5 out of 22 students fell below basic with scores of 70% or lower on the final exam. Based on these results, the instructor will check comprehension in regards to expectations of what is on the final exam. The students should be given a more in-depth study guide that needs to be fully filled out and completed, have to spend at least an hour in preparing for the final with either the tutor or instructor. The instructor suggests a better study guide be made for the final. |
| Adult Basic Education | BSHS ENG2 | <p>In order to improve student outcomes on the final exam, a number of things are suggested. Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.</p> <p>Teachers can continue to focus on the structural features of informational materials by preparing a sample bibliography of reference materials that shows a variety of documents. They need to generate relevant questions about the readings done in class that need to be researched. Another area to focus on for teachers is a narrative analysis of grade-level-appropriate text. Teachers need to have students write analyses on pieces of literature. These analyses can be in essay format or small quick writes where the focus is the actual analysis and not the grammatical structure of the writing. Finally, writing strategies need to be emphasized in an English 2 course to set the stage for future English courses in high school and beyond. The teacher may use the various methods to show a skeletal framework of a 10th grade essay but also emphasize creative writing. The teacher needs to show the students how to find his/her voice in essay writing.</p> |
| Adult Basic Education | BSHS ENG2 | <p>In order to move towards a higher percentage of students passing, examples of plot analysis essays will be shown and discussed. Many students had difficulty in differentiating between analyzing a plot and re-telling the plot. In order to rectify this, prior to the essay several small writing exercises will be completed. These exercises will take students through a step by step process of how to analyze a plot.</p> <p>In addition the criterion should be changed from 60% to 70%.</p> |
| Adult Basic Education | BSHS ENG3 | <ol style="list-style-type: none"> 3% or 1 out of 27 students completed the final exam with an advanced rating. Based on these results, students were able to complete the final with a score of 90 or above due to clear instruction, as well as in-depth preparation. 37% or 10 out of 27 students were proficient on the final exam scoring between 80-89 %. Based on these results students that fell into this category would benefit from better preparation especially on the vocabulary and literary terms section of the test. 26% or 7 out of 27 students fell into the basic category scoring between 70-79% on the final exam. Based on these results, the instructor will mandate a completed study guide be turned in and reviewed prior to allowing the students to take the final. |

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| Adult Basic Education | BSHS ENG3 | 4. 33% or 9 out of 27 students fell below basic with scores of 70% or lower on the final exam. Based on these results, the instructor will check comprehension in regards to expectations of what is on the final exam. The students should be given a more in-depth study guide that needs to be fully filled out and completed, have to spend at least an hour in preparing for the final with either the tutor or instructor. The instructor suggests a better study guide be made for the final. |
| Adult Basic Education | BSHS ENG3 | <p>Although the criterion was met, a number of things are always suggested with regards to . Faculty can ensure that the exam is written clearly so that learners understand the goal. Additionally, the instructor can offer a variety of questions. Faculty can also provide students with additional in-class review to ensure that students are prepared for the exam.</p> <p>Teachers need to focus on vocabulary development and word analysis since this is the year that many students will be taking the SAT/ACT. The teacher can give SAT vocabulary for the students to memorize or vocabulary that is pulled from the literature being read in the class or both types of vocabulary. Teachers need to continue to focus on essay writing in English 3, but not use formulaic strategies. Teachers need to concentrate more on the written conventions of essay writing by having the students write daily, whether the writings are quick and short paragraphs or full essays where the students are allowed a considerable amount of time to formulate their thoughts on paper. Finally, teachers should use research and technology in their lessons/final exams to help the students when they are asked to write research papers for high school and eventually college. The 11th grade year tends to be the year of writing a research paper.</p> |
| Adult Basic Education | BSHS ENG3 | <p>Based on the results:</p> <ol style="list-style-type: none"> 1.A writing checklist should be implemented in order to guide students through the persuasive writing process 2.A graphic organizer and rough draft should be reviewed by instructor/tutor prior to allowing student to continue with essay. 3.Suggest adding a few writing convention and grammar assignments to curriculum 4.Make the rubric student friendly 5.Change the SLO to read 70% of students will score at least 75% in each section 6.Check student for complete understanding in formatting and understanding of assignment. |
| Adult Basic Education | BSHS ENG3 | <p>Based on the results:</p> <ol style="list-style-type: none"> 1.The curriculum should be changed so that the graphic organizer and rough draft be worth some points towards grade. 2.A graphic organizer and rough draft must be reviewed by instructor/tutor prior to allowing student to continue with essay. 3.Check with student for complete understanding, organization, and formatting of the essay 4.Suggest adding a few writing conventions as well as grammar assignments to the curriculum. 5.Make the rubric student friendly. 6.Change the SLO to read 70% of students will score at least 75% in each section. |
| Adult Basic Education | BSHS ENG3 | English 3 and 4 syllabi have been changed to eliminate longer assignments and decrease overall student hours. |
| Adult Basic Education | BSHS ENG3 | Teachers are examining ways to help students pass the high school rubric for writing at 80% per section and score a rating of "strong" or "effective" on each section. |

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

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

| Unit Name | Course Number | Action |
|-----------------------|---------------|--|
| Adult Basic Education | BSHS MUSC | More time needs to be spent on understanding texture contrasts between Classical and Romantic orchestrations, as this was the area most students struggled with. |
| Adult Basic Education | BSHS MUSC | While the data shows we are achieving the goal of 75%, I believe there are still some gaps in the learning process. After looking at the results from the finals, I think a higher emphasis needs to be placed on the listening and identifying different genres and time periods of music. A better understanding of form and texture will help with this. The rigor of the test is appropriate, as is the standard of 75% of students achieving a basic understanding of the material. |
| Adult Basic Education | BSHS PHSC | |
| Adult Basic Education | BSHS PLNG | |
| Adult Basic Education | BSHS PREA | |
| Adult Basic Education | BSHS PSY | |
| Adult Basic Education | BSHS SOC | |
| Adult Basic Education | BSHS SPN1 | |
| Adult Basic Education | BSHS SPN1 | Data shows that the preterit form especially the irregular verbs continue to be the most difficult verb tense for students in Spanish 1. We must emphasize the rules including the written accent mark with multiple opportunities for students to practice in order to re-learn the proper way to write and say words in the preterit. |
| Adult Basic Education | BSHS SPN1 | Students showed that they were able to master describing their physical appearance and personality using at least 3 adjectives. While the criteria was met, it appears that students may need more practice in correct Spanish pronunciation, since for some students this was the only area that they did not score proficient. Therefore, a future Spanish 1 SLO focused more intensively on correct Spanish pronunciation would be beneficial for students. |
| Adult Basic Education | BSHS SPN2 | Data shows that although the majority of students (73.6%) scored proficient or above. In order to increase that number, more emphasis needs to be made on the oral language. Students need multiple opportunities to gain confidence in order to use their new language in an authentic setting. |
| Adult Basic Education | BSHS SPN2 | In order to increase the number of students achieving a score of proficient students must be given more opportunity to practice analyzing and deducing information from authentic sources in the target language. Student need more exposure to news video and audio clips as well and a variety of written works. |
| Adult Basic Education | BSHS SPN2 | Punctuation and accent marks were lacking and 70% of students answered writing prompt correctly. Teacher will continue to re-teach how to answer a writing prompt and how to use proper punctuation and accent marks. Student will be given many more opportunities to master this goal. |
| Adult Basic Education | BSHS SPN2 | Students who scored less than 70% were asked to learn countries and capitals that were labeled incorrectly and were re-tested at a later date. |
| Adult Basic Education | BSHS SSK | |
| Adult Basic Education | BSHS USHS | |
| Adult Basic Education | BSHS USHS | <ol style="list-style-type: none"> 1. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 2. Instructors will use the final exam rubric as a guideline for writing the final exam. 3. Instructors will supply students with a final examination study guide. |
| Adult Basic Education | BSHS USHS | Assessment may need to be made more rigorous in the future. More elements may be added to create a more challenging project. |
| Adult Basic Education | BSHS USHS | Students need more time for study and increase study materials. Time will be set aside specifically to aide in the review process before the final in order to increase grades. |

| Unit Name | Course Number | Action |
|--------------------------------------|---------------|---|
| Adult Basic Education | BSHS USHS | The United States History B students met their objective. This indicated that students have enough prior knowledge to adequately complete their assignment. |
| Adult Basic Education | BSHS WHS | |
| Adult Basic Education | BSHS WHS | <ol style="list-style-type: none"> 1. 75% of students should be able to pass the final exam with a grade of 70% or better. 2. Instructors will write comprehensive examinations that are an appropriate length, cover all major standards, and are in a presentable and readable format. 3. Instructors will use the final exam rubric as a guideline for writing the final exam. 4. Instructors will supply students with a final examination study guide. |
| Adult Basic Education | BSHS WHS | Often the students know that their grade is not going to be affected by the final if they perform poorly. For example, if a student has 75% and receives a 55% on the final they are still going to receive a C in the class (even if they get an A on the final they will not get a B in the class). |
| Adult Basic Education | BSHS WHS | The assignment should be changed to increase the rigor by adding in standards for writing. |
| Continuing Education Division Office | BS LRN50 | |
| Continuing Education Division Office | BS LRN50 | The criteria was met on this SLO. The Learning Lab staff and faculty as well as IT staff will develop a more specific outcome to measure student learning. |
| Continuing Education Division Office | BS TR01 | |
| Continuing Education Division Office | VOC AGR25 | |
| Continuing Education Division Office | VOC AGR26 | |
| Continuing Education Division Office | VOC AGR27 | |
| Continuing Education Division Office | VOC HTH04 | |
| Continuing Education Division Office | VOC HTH12 | |
| Continuing Education Division Office | VOC HTH13 | |
| Continuing Education Division Office | VOC HTH14 | |
| Continuing Education Division Office | VOC HTH15 | |
| Continuing Education Division Office | VOC HTH18 | |
| Continuing Education Division Office | VOC HTH20 | |
| ESL | CITZ NAT | |
| ESL | CITZ NAT | Items for this test reflect the INS Naturalization questions that will be asked of applications during their U.S. Citizenship. Results for this initial testing of the SLO indicate that the difficulty of the test was suitable for a class with a wide range of English abilities. |
| ESL | ESL LANG3 | |
| ESL | ESL LVL1 | <ol style="list-style-type: none"> 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to determine outcome themes for fall 2006. 2. Continue one more semester to ensure that success rates are consistent (or higher). |
| ESL | ESL LVL1 | The Level 1 instructors liked that the SLO is incorporated as part of the final exam. They recommend providing students with more listening practice in class. The instructors also suggest that the passing score be raised since the passing rate was high (92%). |
| ESL | ESL LVL2 | 1. Outcome themes may vary term to term based on student selection. We will have a new survey of students to |

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

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

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

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

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

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

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