

SLO assessment is accomplished by scoring pertinent grammar and translation exercises from quizzes late in the semester, when the students have developed their own methods for handling the required information. Since translation is more an art than a science, our beginning simplified text myths are compared in class to the originals, thereby creating opportunities to discuss nuance in vocabulary usage. This leads to a general discussion of vocabulary development from Latin to English. Overall, the interdependence of ancient society with our own comes into focus regularly, and is assessed by having the students write their opinions on an unpredicted addendum to the final exam.

Latin does not change, but the methodology for presenting it to current students does change. In my fifty-plus years in the classroom, many new approaches to instruction have been suggested and tried. Those which help are incorporated into the course work. More oral work is done now, and seems to reinforce vocabulary retention. Memorization is not a strong point with today's students. This creates a need for more repetition of forms and vocabulary. As an active member of the American Classical League, I attend an annual institute dedicated to the improvement of Latin instruction. Spending several days with some 300 colleagues, both high school and college instructors, gives ample opportunity to share techniques, look at new materials and keep abreast of new developments in this discipline.

statement:

I know what student learning outcomes are and I have included them in my syllabus for Art CIII 2D Design according to the state standards in the curriculum outline for this class. I am implementing the teaching of these concepts in my class, and I will collect data and will eventually fill out forms. I also attended the SLO inservice at the Ridgecrest campus 2 years ago and participated in filling out data and forms for the class that I was teaching at that time.

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A set of key student learning outcomes (SLOs) were incorporated into the Syllabus for Introductory Chemistry 101 at the beginning of the semester. Throughout the semester I have incorporated these specific SLOs, as well as abundant additional material, into the lectures through PowerPoint presentations, in-class discussions and testing during 2 quizzes and 2 mid-terms. Some of the SLOs relate to laboratory activities and these are assessed through observations of student work during the laboratory, one-on-one questioning and lab reports. As appropriate these SLOs are also incorporated into the quizzes and mid-terms given as part of the lectures. The final exam will have specific questions identified in connection with the particular SLOs.



The lectures, group activities, and labs in Human Anatomy C251 are based on the student learning outcomes identified by the department. The course syllabus, including the student learning outcomes is reviewed during the first day of class. Throughout the course students are assessed in their achievement of these learning outcomes through quizzes as well as three substantial exams. Students complete a two hour exam after every five weeks of class.

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Good Morning!

Prof. Foggia has fully explained Course Outline of Records, Student Learning Outcomes, and Syllabus development. I understand that I will be expected to be an active participant in the collection of SLO data in the near future. I look forward to participating and being a part of this important research.

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We keep data in every practice and game that goes into what we call a "cauldron" its like a big pot of data that helps us to evaluate and determine who is better at what and who is improving. Everyone has improved a lot since the first 10 days of the cauldron. Our hitting chart is extremely valuable to me in determining who should be our starting hitters. We have a passing tracker as well and this helps us in determining who should be serve recieving and who is better in the back row. The girls are very competitive and this keeps them working hard to get better.

The "cauldron" is something I incorporated on my teams for the last 4 years and I have found it to be extremely helpful in evaluating the players on an everyday basis in achieving the course SLO. The data in the cauldron covers all aspects of volleyball: Hitting, passing, serving, game situation, setting and win/loss and does reflect our commitment to the class student learning objectives.

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As the Instructor of the Philosophy 101, the students receive instruction in the subject matter of Philosophy which includes the Student Learning Outcomes (SLO's) adopted by the Department. The Students are advised of those anticipated outcomes on the first day of class and the SLOs are included in the written syllabus. Written assignments are given to students and the relevant SLO is noted in the assignment or it is posted on the Moodle site for the class. Quizzes and questions for the final exam also include reference to the SLOs and measure the students learning of the objective.

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I incorporate the SLO's into the lectures and activities that I develop for my classes, utilizing power point, handouts and classroom discussion. The SLO's are assessed through weekly reading quizzes, exams, and writing assignments.

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I incorporate the student learning outcomes (SLOs) into the lectures and activities that I develop from my classes, utilizing power points, handouts and classroom discussion. The SLOs are assessed through weekly quizzes, exams, field trips and lab assignments.

I am writing to acknowledge that I attended the 2013 "Adjunct Faculty Development Day" and the subsequent departmental meeting both of which were extremely valuable to me as a new instructor. At this event and meeting I was thoroughly oriented to the topics of Course Outline of Records, Student Learning Outcomes, Syllabus development and the ways in which these relate to one another. In addition to my attendance I understand that I will be an active participant in the collection of SLO data in the near future and I look forward to the possibility of attending another professional development day in the future.

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In my course, BIO 121-Survey of Anatomy and Physiology, the students' exams, assignments and quizzes are all based off of the SLOs for the course (which are listed directly in my syllabus for the class). In order to make sure that students are achieving the SLOs, the exams are proctored and closed book, so that the student genuinely has to learn the material from my course. Students are also tested on some very basic disease states in their quizzes and exams to fulfill the second SLO. Finally, I have embedded a couple of videos in my course to help with difficult concept material, as well as offer an extra credit assignment where they can review their Exam answers to understand what they missed. All of these strategies work to help meet the SLOs listed below for my course.

- o Describe how body systems relate to the maintenance of homeostasis.
  - o Apply a basic understanding of anatomy and physiology in the comprehension of disease and health disorders.
  - o Recognize and use terminology, specific facts, and general principles associated with the structure and function(s) of the human body systems.
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**1: Attain or improve level of physical well-being through exercise**

- Students participate in weekly activities during class designed to stimulate physical fitness. They were also given physical performance pre, mid and posttests throughout the semester to track physical well-being and physical fitness progress.

**2: Choose exercises to improve muscular strength, endurance and flexibility and cardiovascular respiratory endurance.**

- Students are tested on the ability to select exercises that will result in improvements in muscular strength, endurance and flexibility and cardiovascular respiratory endurance. Subsequently, students must demonstrate proper implementation/performance of selected tests.

**3: Appraise, revise and record fitness program progress.**

- Students record their own performance on selected tests and measures three (3) times throughout the semester. They then interpret results and comment on what changes they could make for further gains in the future in a 1 page write up.
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Steve Rogers reminded me that I needed to send you an email letting you know that I do have a copy of the SLO's for Math 20. I have worked this semester to teach all the topic areas in mathematics as well as the learning and self-efficacy skills and I have tested/assessed all of these. Please let me know if you have any questions.



Intercollegiate athletics stress development of the student/athlete's ability to work under pressure in a high-speed environment and make quick decisions based on proficiency and growth of skills and tactics in the game of soccer. Course learning objectives were established accordingly, and instructional techniques were used to achieve them.

*Upon successful completion of this course, students will be able to:*

1. Discern attacking and defending roles and react to transitions between the two.
2. Distinguish the difference between the nature of their role as an individual and as a team player, and work constructively in a team or group setting.
3. Have a broader understanding of attacking and defending team and individual tactics and their application.
4. Understand the nature and importance of providing teammate support both in a game situation and in a classroom/collegiate setting outside of the classroom.
5. Set realistic and attainable individual and team goals and understand the steps to success in achieving those goals.
6. Acquire and apply stress management techniques in a competitive environment and effectively prioritize and more efficiently manage their time and responsibilities.

#### **Cognitive and Physical Levels and Evaluation Procedures Connections**

The learning process for this class takes place in several different ways. The process begins with individual preparation for class, with the student working with a ball and attempting to gain outside **knowledge, comprehension** and improve **execution** of all aspects of the game, stay fit and make healthy nutritional choices to perpetuate a healthy lifestyle. Off the field we use white board sessions (chalk talks) and view and analyze game films, both professional and intercollegiate, to identify deficiencies and make improvements to both individual contributions and the team's approach to the game. Once on the field, we use individual and team exercises and drills to encourage players to work together to improve understanding of the game, the multiple roles within the game, and how to maximize individual contributions to the team effort. Students are required to raise their own level of personal mastery and understanding of the concepts. The matrix below provides a brief summary of the connection between course activities and cognitive and physical levels.

Individual Preparation	Technical/Tactical Knowledge and Comprehension
Fitness & Nutrition	Analysis and Feedback
Goal Setting	Analysis and Feedback

Grades for this course will be based on participation with a demonstrated cognitive understanding and physical improvement in the game as well as an increased understanding of nutritional preparation and recovery requirements.

#### Weekly Fitness Tests

The Fitness Test is designed to promote increased physical activity and awareness of limitations and endurance, as well as stimulate a mindset for goal setting. The test itself is only an indication of current endurance level, but a long-term schedule of both cardiovascular and strength exercises must be adhered to in order to see improvement.

#### Skills/Tactics Participation

An important aspect of improving fitness levels, as well as technical and tactical proficiency, is through active participation and a willingness to improve one's level of play.

#### Milestones/Goal Setting

Goal setting is an important part of a person's physical and cognitive growth.

Immediate Goal: A level of proficiency you wish to attain or something you desire to accomplish today or this week.

Short Term Goal: A level of proficiency you wish to attain or something you desire to accomplish this semester.

Mid-Term Goal: A level of proficiency you wish to attain or something you desire to accomplish this year.

Long-Term Goal: A level of proficiency you wish to attain or something you desire to accomplish throughout your college career.

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CERRO COSO COMMUNITY COLLEGE

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TO:  
FROM:  
SUBJECT:

DATE:  
CC:

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- 1) Student Learning Outcome Statement -Describe the main features of the Constitution, such as checks and balances, separation of powers, and federalism, and explain how these features reflect the political ideas of the person who wrote the Constitution and how they can be legitimately changed
    - a) How Achieved
      - i) Students were assigned to read the following in the class textbook, Magelby D. B. et al. (2012 Election edition) *Government by the People*, National ed., Pearson/Longman; Chapter 1 Constitutional Democracy, Chapter 2 Constitutional Foundations and Chapter 3 American Federalism
      - ii) Four class lectures were devoted to covering the aforementioned chapters
      - iii) Chapter 2 Constitutional Foundations and Chapter 3 American Federalism "MypoliSci Lab" videos from digital version of the textbook was played for the class
    - b) How Evaluated
      - i) Subject matter covered in the aforementioned chapters, lectures, and video was covered in 1 five question quiz
        - (1) Graded quiz was reviewed and discussed in class to reinforce Student Learning Outcome.
      - ii) Subject matter covered in the aforementioned chapters, lectures, and video was included in mid-term exam
        - (1) graded mid-term exam was be reviewed and discussed in class to reinforce Student Learning Outcome
  
  - 2) Student Learning Outcome Statement-Explain the theory of federalism and analyze how federalism influences the operations of California's state and local governments
    - a) How Achieved
      - i) Students were assigned to read the following in the class textbook, Magelby D. B. et al. (2012 Election edition) *Government by the People*, National ed., Pearson/Longman; Chapter 3 -American Federalism
      - ii) Two class lectures were devoted to covering the aforementioned chapters
      - iii) Chapter 3 American Federalism "MypoliSci Lab" video from digital version of the textbook was played for the class



- iv) National Public Radio podcast concerning County Sheriffs in Colorado refusing to enforce state gun control laws was played for students to demonstrate local government authority within the federal system
  - v) Students were shown videos from "Daily Show with John Stewart" and Fox news Channel concerning New York City ban on large carbonated soda drinks. Students then gave in class group presentations concerning the constitutional authority for local government intrusion on civil liberties.
- b) How Evaluated
- i) Subject matter covered in the aforementioned chapters, lectures, and video was the subject matter for 1 five question quiz
    - (1) Graded quiz was reviewed and discussed in class to reinforce Student Learning Outcome
  - ii) students were graded on in class group presentation concerning constitutional authority for local government intrusion on civil liberties
    - (1) on group presentation scoring sheets each student was given feedback on how his or her individual presentation scored based on the assignment directions which reinforced Student Learning Outcome
  - iii) Subject matter covered in the aforementioned chapters, lectures, and video was included in mid-term exam
    - (1) graded mid-term exam was be reviewed and discussed in class to reinforce Student Learning Outcome
- 3) Student Learning Outcome Statement-Define key rights and obligations of citizens and persons as established by the Constitution and interpreted in court decisions
- a) How Achieved
- i) Students were assigned to read the following in the class textbook, Magelby D. B. et al. (2012 Election edition) *Government by the People*, National ed., Pearson/Longman; Chapter 14 Civil Liberties and Chapter 15 Civil Rights
  - ii) Five class lectures were devoted to the aforementioned chapters
  - iii) Chapter 14 Civil Liberties and Chapter 15 Civil Rights "MypoliSci Lab" videos from digital version of the textbook was played for the class
  - iv) Students listened to a podcast from the "Everything You Didn't Learn in History Class" program concerning *Loving vs. Virginia*, the United States Supreme Court case decision which struck down state anti-miscegenation laws

- v) Students were assigned to read a summary of Reynolds vs. United States; United States Supreme Court case decision which affirmed the federal government's power to ban polygamy. Students were assigned to answer questions at the end of the summary.
  - vi) students were assigned to do an Essay assignment that required them to research the constitutionality of law enforcement checkpoints for motorists
- b) How Evaluated
- i) Subject matter covered in the aforementioned chapters, lectures, and videos was the subject matter for 2 five question quizzes
    - (1) Graded quizzes was reviewed and discussed in class to reinforce Student Learning Outcome
  - ii) Subject matter covered in the aforementioned chapters, lectures, and video was included in mid-term exam
    - (1) graded mid-term exam was be reviewed and discussed in class to reinforce Student Learning Outcome
  - iii) Students were graded on their answers to the Reynolds vs. United States summary
  - iv) Students were graded on their essays regarding the constitutionality of law-enforcement checkpoints. Students were graded on their ability to spot constitutional issues concerning intrusion on civil liberties.
    - (1) Graded essays were discussed in class to reinforce Student Learning Outcomes
- 4) Student Learning Outcome Statement-Identify and assess the impact of political culture, ideology, public opinion, interest groups, political parties, and elections on public policy and decision-makers
- a) How Achieved
- i) Students were assigned to read the following in the class textbook, Magelby D. B. et al. (2012 Election edition) *Government by the People*, National ed., Pearson/Longman; Chapter 4 The American Political Landscape, Chapter 8 Campaigns and Elections: Democracy in Action, Chapter 7 Public Opinion, Ideology, Participation, Voting and Chapter 5 Interest Groups and Chapter 6 Political Parties
  - ii) Four class lectures were devoted to the aforementioned chapters
  - iii) Chapter 4 American Political Landscape, Chapter 8 Campaigns and Elections: Democracy in Action, Chapter 7 Public Opinion, Ideology, Participation and Chapter 6 Political Parties "MypoliSci Lab" videos from digital version of the textbook was played for the class



- iv) Students were shown videos of populist politicians from the American political history, Huey Long, George Wallace and Robert F. Kennedy. Students were also shown a theatrical release movie "Bob Roberts", about a fictional American populist politician.
    - (1) During class discussion, students were asked to compare and contrast the political ideologies, interest groups and party affiliations of the aforementioned populist politicians
  - v) Students were assigned a research paper on the populist politicians. Each student was assigned one of the three American populist politicians from the videos shown and were tasked with comparing their assigned populist politician with the fictional populist politician in the movie "Bob Roberts"
- b) How Evaluated
- i) Subject matter covered in the aforementioned chapters, lectures, and video was covered in 1 five question quizzes. Since the subject was extensively covered in the midterm mid-term, only one quiz was given on subject matter
    - (1) Graded quiz was reviewed and discussed in class to reinforce Student Learning Outcome
  - ii) Subject matter covered in the aforementioned chapters, lectures, and video was covered extensively in mid-term exam
    - (1) graded mid-term exam was be reviewed and discussed in class to reinforce Student Learning Outcome
  - iii) Students will be graded on their research papers regarding their analysis of the political ideologies, political campaign styles, interest groups influences and party affiliations of their assigned politician as compared to the fictional populist politician in the film "Bob Roberts"
    - (1) Graded research papers will be discussed in class to reinforce Student Learning Outcomes
- 5) Student Learning Outcome Statement-Describe the powers and functions of the executive, legislature, judiciary, and bureaucracy, and describe how public policy, both domestic and foreign, is developed and implemented
- a) How Achieved
- i) Students are assigned to read the following in the class textbook, Magelby D. B. et al. (2012 Election edition) *Government by the People*, National ed., Pearson/Longman; Chapter 10 Congress, Chapter 11 The Presidency, Chapter 13 the Judiciary, Chapter 12 the Federal Bureaucracy and the Public Policy Process, Chapter 17 Making Social Policy, Chapter 16 Making Economic Policy, and Chapter 18 Making Foreign and Defense Policy

- ii) Chapter 10 Congress, Chapter 11 The Presidency, Chapter 13 the Judiciary, Chapter 12 the Federal Bureaucracy and the Public Policy Process “MypliSci Lab” videos from digital version of the textbook will be played for the class
  - iii) Nine class lectures are devoted to the aforementioned chapters, and one lecture just before the final will be devoted to providing an overview of all the aforementioned chapters.
  - iv) Students will be shown videos and written materials from the textbook concerning attempts in Congress to pass laws creating a mandatory playoff system for college football. Students will be asked in teams to develop proposed language for the law, identified potential opponents and proponents of the proposed law, analyze the constitutionality of the proposed law and consider the political impacts of the proposed law
- b) How Evaluated
- i) Subject matter covered in the aforementioned chapters, lectures, and video will be covered in 5 five question quizzes.
    - (1) Graded quizzes was reviewed and discussed in class to reinforce Student Learning Outcome
  - ii) Students will be graded on their group presentation concerning a proposed law for creating a college mandatory playoff system. Students will be graded on their ability to analyze the constitutional issues raised by the law, the congressional process necessary to pass the law, interest groups impacted by the law and the political considerations raised by the proposed law.
    - (1) Group presentations will be discussed with the class in order to reinforce Student Learning Outcome
  - iii) Subject matter to be covered in the aforementioned chapters, lectures, and video will be covered extensively in the final.
    - (1) Since discussion concerning graded finals is not possible, a class lecture just prior to the final will provide an overview of the aforementioned chapters, lectures, videos, quizzes and group presentation that will reinforce Student Learning Outcome

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