

Department: _____
Program: _____
Date: May 2007
Updated: _____

Check List:

Introduction Completed _____ Page _____

Chapter 1

1.1.a. Developed Program Objective #1 Completed _____, Chapter _____, Page _____

1.1.b Student Learning Outcomes For Program Objective #1

- Developed three to five “measurable” student learning outcomes (SLO).
 - For May 2007 Date Completed _____: Chapter _____, Page; _____
 - For May 2008 Date Completed _____ Chapter _____, Page; _____
 - For May 2009 Date Completed _____ Chapter _____, Page; _____

1.2 Student Learning Outcome –Curriculum Alignment Matrix For Program Objective #1

- For May 2007 Developed a course alignment matrix for each SLO.
Completed _____ Chapter _____, Page; _____

1.3 Assessment Tools/Performance Criteria/ Targets for Program Objective #1

- For May 2007 Developed an assessment plan for each SLO
Completed _____ Chapter _____, Page; _____

1.4 Results/Analysis/ Recommendations for Program Objective #1

- For May 2007 Developed results, analysis and recommendations for each SLO
Completed _____ Chapter _____, Page; _____

1.5 Curricular Improvements for Program Objective #1

- For May 2007 Circular process initiated---measure, evaluate, improve, measure
Completed _____ Chapter _____, Page; _____

1.6 Other Forms of Assessment for Program Objective #1

- For May 2007 Developed an assessment plan using other criteria of student performance
Completed _____ Chapter _____, Page; _____

Chapter 2

2.1.a Developed Program Objective #2 Completed _____, Chapter ____,
Page _____

2.1.b Student Learning Outcomes For Program Objective #2

- Developed three to five “measurable” student learning outcomes (SLO).
 - For May 2007 Date Completed _____: Chapter _____, Page; _____
 - For May 2008 Date Completed _____ Chapter _____, Page; _____
 - For May 2009 Date Completed _____ Chapter _____, Page; _____

2.2 Student Learning Outcome –Curriculum Alignment Matrix for Program Objective #2

- For May 2007 Developed a course alignment matrix for each SLO.
Completed _____ Chapter _____, Page; _____

2.3 Assessment Tools/Performance Criteria/ Targets for Program Objective #2

- For May 2007 Developed an assessment plan for each SLO
Completed _____ Chapter _____, Page; _____

2.4 Results/Analysis/ Recommendations for Program Objective #2

- For May 2007 Developed results, analysis and recommendations for each SLO
Completed _____ Chapter _____, Page; _____

2.5. Curricular Improvements for Program Objective #2

- For May 2007 Circular process initiated---measure, evaluate, improve, measure
Completed _____ Chapter _____, Page; _____

2.6 Other Forms of Assessment for Program Objective #2

- For May 2007 Developed an assessment plan using other criteria of student
performance
Completed _____ Chapter _____, Page; _____

Reminder:

Progress report deadlines – March 15

April 15

Final plan due – May 15

Key Definitions and Purpose of this Document.

The CSU system is requiring development of Student Learning Outcome (SLO) Assessment as part of the larger picture of 5-Year Program Review. SLO Assessment is to be conducted every year as part of the yearly curricular process of:

Fall, Winter and Spring quarters	gather data for assessment measures, analyze data, determine recommendations for curricular changes
Following Fall quarter	review Expanded Course Outlines to determine where needed curricular changes should be incorporated, develop new curriculum package of curricular changes
Winter quarter	submit curriculum package of changes to College, receive College approval, send approved curriculum package through University cycle

Traditionally Program Assessment has been the equivalent of 5-Year Program Review based on:

A. Broad Program Goals: Comprehensive and inclusive statements about what the program will do, not what the graduates will achieve. They are not measurable.

B. Outcome Measures: Outcome measures are aligned with a Program Goal and are measurable. These measures are data showing graduation rates or completion rates, achievement of students after graduation, etc.

This Document represents the current view of Student Learning Outcome Assessment as part of 5-Year Program Review which focuses on what students learn, the measurement of that learning and the development of a plan to improve the methods (curriculum) and level of student learning.

C. Program Student Objective or Goal: Similar to program goal but focused on what graduates have achieved from their progress through a curriculum of study.

D. Student Learning Outcomes: These are aligned under the Program objective and are measurable. These are measurements of performance of skills, demonstration of knowledge linked to the Program Objective.

The following template you will complete is not a one-time report.

Introduction to the Program and the Assessment Plan

In this section it is important to give an overview description of your academic program so the reader can understand what your program is all about. Keep in mind you will be updating each section every year and will add the information as is outlined below. (The items in parentheses below are examples of how the document will be added to each year but will not be completed by May 2007.)

A. Program Mission/Vision as applicable –

1. as of May 2007 -

The Animal Health Sciences Program endeavors to produce technicians trained and educated in the veterinary care of dogs, cats and horses. As a four year program, we are intent upon giving the students the depth and breadth of education for future specialization. In addition, we strive to provide the educational resources for further education in the areas of business management and scientific research.

(2. as of May 2008 – indicate any changes or additions in May 2008)

B. Describe briefly the curriculum and instructional methods your program uses to accomplish your program objectives (i.e. Internships; capstone courses, course sequences, research projects, independent study, service learning etc). –

a. as of May 2007 –

The major objective of the program is to provide the students with the education, training and experience to be successful as companion animal health technicians.

The exploding growth of the knowledge base in veterinary medicine makes it increasingly difficult to develop expertise in all areas of the profession. We have increasingly focused our curriculum and content on the primary areas of interest of

our students and the areas in which the greatest numbers of employment opportunities exist in the profession.

Our secondary objective is to provide the student with the knowledge and tools to pursue further education and specialization. As a four year school, we provide a broad educational base and facilitate the student's pursuit of additional expertise in specific areas. The program at Cal Poly offers a Science and a Business Option. This gives the student the opportunity to focus their interest during the program and act as a basis for further education. Our curriculum is designed to prepare the student for entry into a Masters of Business Administration or Masters of Science post-graduate study. As the only veterinary technician program offering a Bachelors of Science and the opportunity to qualify as a registered veterinary technician in the state of California, we fill a much needed void for those students who wish to further their education beyond that of registered veterinary technician. In addition, those who wish to go on to graduate school can qualify to do so, after the completion of the Animal Health Sciences curriculum.

(b. as of May 2008 – to be added in May 2008)

C. Describe briefly the status of your current updates as a result of your previous assessment cycle

a. as of May 2007 for any previously completed student learning outcome assessment during the 2006-2007 academic year -

(b. as of May 2008 for May 2007 cycle – to be added in May 2008)

CHAPTER 1. Program Objective #1 and Student Learning Outcomes (SLO)

Identify 2 program objectives that should probably be unique to your subject matter/discipline – 1 for Chapter 1 and 1 for Chapter 2. For the Program Objective below, identify 3-5 Student Learning Outcomes for each of the next 3 years. For subsequent years some of the same SLOs from May 2007 may be measured again in 2008 and 2009 or they may be measured every other year or every third year – each program will have to determine what is appropriate for their program and customize this listing for their program.

1.1.a Program Objective #1

Given the characteristics of the patient, the veterinary technician will safely and efficiently obtain subjective and objective patient data that will allow accurate evaluation of the patient's physical status with minimum stress and maximum safety.

1.1.b.1. Student Learning Outcomes for Program Objective #1 – as of May 2007

a. Student Learning Outcome #1

Demonstrate and obtain objective patient data including heart rate and rhythm, temperature, pulse, respiration, auscultate heart, auscultate lungs and obtain body weight.

b. Student Learning Outcome #2

Properly collect and prepare diagnostic specimens for analysis including venipuncture, urethral catheterization, cystocentesis, specimen container labeling and handling.

c. Student Learning Outcome #3

Demonstrate effective and appropriate restraint techniques for various animal species: including horses, dogs, cats, cattle and birds.

d. Student Learning Outcome #4

Demonstrate the ability to use instrumentation used in the collection of physical data including: stethoscope, otoscope, ophthalmoscope, tonometer, ECG and pulse oximeter.

e. Student Learning Outcome #5

Describe and demonstrate the entry of the objective data into the animal's medical record using the standardized SOAP format (subjective, objective, assessment and plan).

1.1.b.2. Student Learning Outcomes for Program Objective #1 – as of May 2008

a. Student Learning Outcome #1

b. Student Learning Outcome #2

c. Student Learning Outcome #3

d. Student Learning Outcome #4

e. Student Learning Outcome #5

1.1.b.3. Student Learning Outcomes for Program Objective #1 – as of May 2009

a. Student Learning Outcome #1

b. Student Learning Outcome #2

c. Student Learning Outcome #3

d. Student Learning Outcome #4

e. Student Learning Outcome #5

1.2 Student Learning Outcome-Curriculum Alignment Matrix for Program Objective #1 – as of May 2007

For each SLO identify in which courses are the SLOs introduced, practiced and mastered..

I = outcome is introduced **P** = outcome is practiced **M** = Outcome is Mastered

Course (number and title)	SLO #1: Demonstrate and obtain objective patient data including heart rate and rhythm, temperature, pulse, respiration, auscultate heart, auscultate lungs and obtain body weight.	SLO #2: Properly collect and prepare diagnostic specimens for analysis including venipuncture, urethral catheterization, cystocentesis, specimen container labeling and handling.	SLO #3: Demonstrate effective and appropriate restraint techniques for various animal species: including horses, dogs, cats, cattle and birds.	SLO #4: Demonstrate the ability to use instrumentation used in the collection of physical data including: stethoscope, otoscope, ophthalmoscope, tonometer, ECG and pulse oximeter.	SLO#5: Describe and demonstrate the entry of the objective data into the animal's medical record using the standardized SOAP format (subjective, objective, assessment and plan).
AHS 129/129L Animal Handling and Restraint	I	I	I	I	
AHS 244, 245 Clinical Experience	P	P	P	P	I

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AHS 128/128L Comp Ani Care and Nursing Skills	P	P	P	P	I
AHS 305/305L Clinical Pathology and Animal Disease		P			
AHS 442, 443 Externship in Animal Health Sci.	P	P	P	P	P
AHS 200/200L Surgical Nursing Skills and Anesthesia	M	P	M	P	P
AHS 407/407L Crit Care, Surg. Asst. Anesth	M	M	M	M	M

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(Subsequent year alignment matrices will be inserted here.)

1.3. Assessment Tools/ Performance Criteria/ Targets for Program Objective #1 - as of May 2007

The Assessment Plan will include the following for items for each SLO:

a. identification of what kinds of assessment tools (i.e., exam questions, project rubrics, oral presentation rubrics, etc.) are going to be used to collect DATA measuring student performance of the outcome

b. identification of performance criteria (i.e. particular knowledge, or skill or demonstration of concepts, etc.)

c. identification of the target of expected performance (as an example to include such things as-----

1. Suggested level of achievement-----

- mastered = 90% performance

- intermediate = 80-89%

- novice = 70 – 79%

- unacceptable = less than 70%

Each program needs to identify a value that indicates an expected level of achievement for each individual

2. Target of achievement for the class could be----

- mean of the entire class will be _____

Or - a % target such as 75% of the class will achieve mastery of the SLO and less than 1% will earn unacceptable scores)

d. notes/justification (additional information that would give the reader a better understanding of how decisions for a, b and c were arrived at)

Complete the following information for each SLO for Program Objective #1:

1.3.1.a. SLO #1 – as of May 2007

a. assessment tools - **Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 200L, 407 Lab, reviewed by course instructor. Written examination AHS 407 and AHS 407 L.**

b. performance criteria

- **mastered = 90% performance**

- **intermediate = 80-89%**

- **novice = 70 – 79%**

- **unacceptable = less than 70%**

c. target of expected performance – -

75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification - **These are skills based on knowledge. They require the integration of anatomic, physiologic and interpretive skills as well as writing using medical terminology.**

(1.3.1.b. SLO #1 – as of May 2008)

1.3.2.a. SLO #2 – as of May 2007

a. assessment tools - **Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 407 Lab, reviewed by course instructor. Written examination AHS 407 and AHS 407 L.**

b. performance criteria

- mastered = 90% performance
- intermediate = 80-89%
- novice = 70 – 79%
- unacceptable = less than 70%

c. target of expected performance – -
75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification - **These are skills based on knowledge. They require the integration of anatomic, physiologic and interpretive skills as well as writing using medical terminology.**

(1.3.2.b. SLO #2 – as of May 2008)

1.3.3.a. SLO #3 – as of May 2007

a. assessment tools **Performance in accordance with AVMA required tasks in AHS 200, 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 407 Lab, reviewed by course instructor. Written examination AHS 200, 407 and AHS 200L, 407 L.**

b. performance criteria

- mastered = 90% performance
- intermediate = 80-89%
- novice = 70 – 79%
- unacceptable = less than 70%

c. target of expected performance – -

75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification - **These are skills based on knowledge. They require the integration of anatomic, physiologic and interpretive skills as well as writing using medical terminology.**

(1.3.3.b. SLO #3 – as of May 2008)

1.3.4.a. SLO #4 – as of May 2007

a. assessment tools - **Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 407 Lab, reviewed by course instructor. Written examination AHS 407 and AHS 407 L.**

b. performance criteria

- mastered = 90% performance
- intermediate = 80-89%
- novice = 70 – 79%
- unacceptable = less than 70%

c. target of expected performance – -
75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification - **These are skills based on knowledge. They require the integration of anatomic, physiologic and interpretive skills as well as writing using medical terminology.**

(1.3.4.b. SLO #4 – as of May 2008)

1.3.5.a. SLO #5 – as of May 2007

a. assessment tools - **Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 407 Lab, reviewed by course instructor. Written examination AHS 407 and AHS 407**

b. performance criteria

- mastered = 90% performance
- intermediate = 80-89%
- novice = 70 – 79%
- unacceptable = less than 70%

c. target of expected performance – -

**75% of the class will achieve mastery of the SLO and
less than 5% will earn unacceptable scores**

d. notes/justification - **These are skills based on knowledge. They require writing using medical terminology.**

(1.3.5.b. SLO #5 – as of May 2008)

1.4. Results, Analysis and Recommendations for Program Objective #1 – as of May 2007

Provide the measurable results (data), an analysis (interpretations) and recommendations for general curricular changes (continue data collection, change matrices, develop new course, etc.) related to each SLO for data collected during 2006-2007. (Specific changes to be recorded in Section 1.5)

1.4.1.a SLO #1 – as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.1.b SLO #1 – as of May 2008)

1.4.2.a SLO #2– as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.2.b SLO #2– as of May 2008)

1.4.3.a SLO #3– as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.3.b SLO #3– as of May 2008)

1.4.4.a SLO #4– as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.4.b SLO #4– as of May 2008)

1.4.5.a SLO #5– as of May 2007

- a. results
- b. analysis
- c. recommendations

(1.4.5.b SLO #5– as of May 2008)

1.5. Curricular Changes for Program Objective #1 – as of May 2007

Describe the curricular changes you will be making in specific courses related to each SLO:

1.5.1.a SLO #1 – as of May 2007

(1.5.1.b SLO #1 – as of May 2008)

1.5.2.a SLO #2 – as of May 2007

(1.5.2.b SLO #2 – as of May 2008)

1.5.3.a SLO #3 – as of May 2007

(1.5.3.b SLO #3 – as of May 2008)

1.5.4.a SLO #4 – as of May 2007

(1.5.4.abSLO #4 – as of May 2008)

1.5.5.a SLO #5 – as of May 2007

(1.5.5.b SLO #5 – as of May 2008)

1.6 Other Forms of Assessment for Program Objective #1 – as of May 2007

Describe any other forms of assessment that you are using to validate any of your SLOs:

1.6.1.a. SLO #1 – as of May 2007

(1.6.1.b SLO #1 – as of May 2008)

1.6.2.a SLO #2 – as of May 2007

(1.6.2.b SLO #2 – as of May 2008)

1.6.3.a SLO #3 – as of May 2007

(1.6.3.b SLO #3 – as of May 2008)

1.6.4.a SLO #4 – as of May 2007

(1.6.4.b SLO #4 – as of May 2008)

1.6.5.a SLO #5 – as of May 2007

(1.6.5.b SLO #5 – as of May 2008)

CHAPTER 2. Program Objective #2 and Student Learning Outcomes (SLO)

Identify 2 program objectives that should probably be unique to your subject matter/discipline – 1 for Chapter 1 and 1 for Chapter 2. For the Program Objective below, identify 3-5 Student Learning Outcomes for each of the next 3 years. For subsequent years some of the same SLOs from May 2007 may be measured again in 2008 and 2009 or they may be measured every other year or every third year – each program will have to determine what is appropriate for their program and customize this listing for their program.

2.2.a Program Objective #2

Demonstrate the ability to obtain a thorough and accurate patient history.

2.2.b.1. Program Objective #2 – as of May 2007

a. Student Learning Outcome #1

Demonstrate the ability to obtain and record the animal's signalment.

b. Student Learning Outcome #2

Demonstrate the ability to obtain and record, using appropriate medical terminology, the client's chief complaint and the history of present illness of animal.

c. Student Learning Outcome #3

Demonstrate the ability to obtain and record, using appropriate medical terminology, the dietary history, environmental history, past medical / surgical history and the medication history of the animal.

d. Student Learning Outcome #4

Demonstrate the ability to systematically review with the client each of the following organ systems in the patient; eyes/ears/nose/throat, respiratory, cardiovascular, gastrointestinal, genitourinary, musculoskeletal, integumentary, nervous, endocrine, lymph and general body condition.

e. Student Learning Outcome #5

Demonstrate the ability to acquire blood samples in the proper specimen containers and perform diagnostic clinical chemistry tests using appropriate instrumentation.

2.2.b.2. Program Objective #2 – as of May 2008

a. Student Learning Outcome #1

b. Student Learning Outcome #2

c. Student Learning Outcome #3

d. Student Learning Outcome #4

e. Student Learning Outcome #5

2.2.b.3. Program Objective #2 – as of May 2009

a. Student Learning Outcome #1

b. Student Learning Outcome #2

c. Student Learning Outcome #3

d. Student Learning Outcome #4

e. Student Learning Outcome #5

2.2 SLO-Curriculum Alignment Matrix for Program Objective #2 – as of May 2007

For each SLO identify in which courses are the SLOs introduced, practiced and mastered.

I = outcome is introduced **P** = outcome is practiced **M** = Outcome is Mastered

Course (number and title)	SLO #1: Demonstrate the ability to obtain and record the animal's signalment.	SLO #2: Demonstrate the ability to obtain and record, using appropriate medical terminology, the client's chief complaint and the history of present illness of animal.	SLO #3: Demonstrate the ability to obtain and record, using appropriate medical terminology, the dietary history, environmental history, past medical / surgical history and the medication history of the animal.	SLO #4: Demonstrate the ability to obtain and record, using appropriate medical terminology, the dietary history, environmental history, past medical / surgical history and the medication history of the animal.	SLO#5: Demonstrate the ability to acquire blood samples in the proper specimen containers and perform diagnostic clinical chemistry tests using appropriate instrumentation.
AHS 129/129L Animal Handling and Restraint					I
AHS 244, 245 Clinical Experience	I	I	I	I	I

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AHS 128/128L Comp Ani Care and Nursing Skills	P	P	P	P	
AHS 442, 443 Externship in Animal Health Sci.	P	P	P	P	P
AHS 200/200L Surgical Nursing Skills and Anesthesia	P	P	P	P	P
AHS 305/305L Clinical Pathology and Animal Disease					M
AHS 407/407L Crit Care, Surg. Asst. Anesth	M	M	M	M	M

2.3. Assessment Tools/ Performance Criteria/ Targets/ for Program Objective #2 - as of May 2007

The Assessment Plan will include the following for items for each SLO:

a. identification of what kinds of assessment tools (i.e., exam questions, project rubrics, oral presentation rubrics, etc.) are going to be used to collect DATA measuring student performance of the outcome

b. identification of performance criteria (i.e. particular knowledge, or skill or demonstration of concepts, etc.)

c. identification of the target of expected performance (as an example to include such things as-----

1. Suggested level of achievement-----

- mastered = 90% performance

- intermediate = 80-89%

- novice = 70 – 79%

- unacceptable = less than 70%

Each program needs to identify a value that indicates an expected level of achievement for each individual

2. Target of achievement for the class could be----

- mean of the entire class will be _____

Or - a % target such as 75% of the class will achieve mastery of the SLO and less than 1% will earn unacceptable scores)

d. notes/justification (additional information that would give the reader a better understanding of how decisions for a, b and c were arrived at)

Complete the following information for each SLO for Program Objective #2:

2.3.1.a. SLO #1 – as of May 2007

a. assessment tools – **Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 407 Lab, reviewed by course instructor. Written examination AHS 407 and AHS 407 L.**

b. performance criteria

– mastered = 90% performance

- intermediate = 80-89%

- novice = 70 – 79%

- unacceptable = less than 70%

c. target of expected performance – -

75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification -

(2.3.1.b. SLO #1 – as of May 2008)

2.3.2.a. SLO #2 – as of May 2007

a. assessment tools – **Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 407 Lab, reviewed by course instructor. Written examination AHS 407 and AHS 407 L.**

b. performance criteria

- **mastered = 90% performance**
- **intermediate = 80-89%**
- **novice = 70 – 79%**
- **unacceptable = less than 70%**

c. target of expected performance – -
75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification -

(2.3.2.b. SLO #2 – as of May 2008)

2.3.3.a. SLO #3 – as of May 2007

a. assessment tools – **Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 407 Lab, reviewed by course instructor. Written examination AHS 407 and AHS 407 L.**

b. performance criteria

- **mastered = 90% performance**
- **intermediate = 80-89%**
- **novice = 70 – 79%**
- **unacceptable = less than 70%**

c. target of expected performance – -
75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification -

(2.3.3.b. SLO #3 – as of May 2008)

2.3.4.a. SLO #4 – as of May 2007

a. assessment tools – **Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book). Demonstration and entered into medical records AHS 407 Lab, reviewed by course instructor. Written examination AHS 407 and AHS 407 L.**

b. performance criteria

- **mastered = 90% performance**
- **intermediate = 80-89%**
- **novice = 70 – 79%**
- **unacceptable = less than 70%**

c. target of expected performance – -
75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification -

(2.3.4.b. SLO #4 – as of May 2008)

2.3.5.a. SLO #5 – as of May 2007 Performance in accordance with AVMA required tasks in AHS 407 as demonstrated to the instructor in the course (see task book).

a. assessment tools –

b. performance criteria

- **mastered = 90% performance**
- **intermediate = 80-89%**
- **novice = 70 – 79%**
- **unacceptable = less than 70%**

c. target of expected performance – -
75% of the class will achieve mastery of the SLO and less than 5% will earn unacceptable scores

d. notes/justification - **This is a physical skill based upon knowledge**

(2.3.5.b. SLO #5 – as of May 2008)

2.4. Results, Analysis and Recommendations for Program Objective #2 – as of May 2007

Provide the measurable results (data), an analysis (interpretations) and recommendations for general curricular changes (continue data collection, change matrices, develop new course, etc.) related to each SLO for data collected during 2006-2007. (Specific changes to be recorded in Section 2.5)

2.4.1.a SLO #1 – as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.1.b SLO #1 – as of May 2008)

2.4.2.a SLO #2– as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.2.b SLO #2– as of May 2008)

2.4.3.a SLO #3– as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.3.b SLO #3– as of May 2008)

2.4.4.a SLO #4– as of May 2007

- a. results
- b. analysis
- c. recommendations

(2.4.4.b SLO #4– as of May 2008)

2.4.5.a SLO #5– as of May 2007

a. results

b. analysis

c. recommendations

(2.4.5.b SLO #5– as of May 2008)

2.5. Curricular Changes for Program Objective #2 – as of May 2007

Describe the curricular changes you will be making in specific courses related to each SLO:

2.5.1.a SLO #1 – as of May 2007

(2.5.1.b SLO #1 – as of May 2008)

2.5.2.a SLO #2 – as of May 2007

(2.5.2.b SLO #2 – as of May 2008)

2.5.3.a SLO #3 – as of May 2007

(2.5.3.b SLO #3 – as of May 2008)

2.5.4.a SLO #4 – as of May 2007

(2.5.4.abSLO #4 – as of May 2008)

2.5.5.a SLO #5 – as of May 2007

(2.5.5.b SLO #5 – as of May 2008)

2.6 Other Forms of Assessment for Program Objective #2 – as of May 2007

Describe any other forms of assessment that you are using to validate any of your SLOs:

2.6.1.a. SLO #1 – as of May 2007

(2.6.1.b SLO #1 – as of May 2008)

2.6.2.a SLO #2 – as of May 2007

(2.6.2.b SLO #2 – as of May 2008)

2.6.3.a SLO #3 – as of May 2007

(2.6.3.b SLO #3 – as of May 2008)

2.6.4.a SLO #4 – as of May 2007

(2.6.4.b SLO #4 – as of May 2008)

2.6.5.a SLO #5 – as of May 2007

(2.6.5.b SLO #5 – as of May 2008)

**CHAPTER 3. Program Objective #3 and
Student Learning Outcomes (SLO)**

*-Additional chapters to be added over time as additional
program objectives/SLOs are developed)*