

Department: Animal & Veterinary Science
Program: Animal Science
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 Department of Animal Science endeavors to train its majors to understand and critically evaluate production and companion animal nutrition, health status and physiology. The depth and breadth of these programs should adequately prepare them for graduate/professional school or a career in industry.

(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 curriculum integrates lecture material with live animal laboratories, industry exposure, externships, senior projects and course specialization to effectively deliver to the student the resources needed for their future success in graduate/professional school or in industry.

(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

The students shall learn the nutritional requirements of domesticated companion and production animals.

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

a. Student Learning Outcome #1

Calculate gross energy, digestible energy, metabolizable energy, and net energy.

b. Student Learning Outcome #2

Understand and describe the absorption of carbohydrates, fats and proteins.

c. Student Learning Outcome #3

Calculate the caloric density of a food based on the nutrient analysis listed on the label.

d. Student Learning Outcome #4

List the 6 basic nutrients and ascribe functions to each nutrient.

e. Student Learning Outcome #5

List the sources of blood glucose in domestic animals, in absorptive, post-absorptive and starvation states

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: Calculate gross energy, digestible energy, metabolizable energy, and net energy.	SLO #2: Describe the digestion and absorption of carbohydrates, fats and proteins.	SLO #3: Calculate the caloric density of a food based on the nutrient analysis listed on the label.	SLO #4: List the 6 basic nutrients and ascribe functions to each nutrient.	SLO#5: List the sources of blood glucose in domestic animals, in absorptive, post- absorptive and starvation states
AVS 101/101L Feeds and Feeding	I, P	I, P	I	I	I
AVS 112 Food Animal Science	I				I
AVS 113 Compani on Animal	I				I

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Science					
AVS 303/303L Applied Animal Feeding	M	P	P	P	P
AVS 355 Equine Nutrition		M	M	M	M
AVS 402 Animal Nutrition	M	M	M	M	M
AVS 365/365L Equine Herd Health Managem ent				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 – **Written examination and laboratory assignments in AVS 303/303L Applied Animal Feeding or AVS 402 Animal Nutrition.**

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 - **Both laboratory assignments and examination are used to evaluate the student's ability to calculate these nutritional requirements.**

-Written examination is used to evaluate the analytical fraction of the course

(1.3.1.b. SLO #1 – as of May 2008)

1.3.2.a. SLO #2 – as of May 2007

a. assessment tools - **Written examination and laboratory assignments in AVS 355 Equine Nutrition or AVS 402 Animal Nutrition.**

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 - **Answers to examination questions and written narrative assignments describing the digestion and absorption of carbohydrates, fats and proteins will be used to evaluate the students' competency.**

(1.3.2.b. SLO #2 – as of May 2008)

1.3.3.a. SLO #3 – as of May 2007

a. assessment tools - **Written examination and laboratory assignments in AVS 355 Equine Nutrition or AVS 402 Animal Nutrition.**

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 **Both laboratory assignments and examination are used to evaluate the student's ability to calculate these nutritional requirements.**

(1.3.3.b. SLO #3 – as of May 2008)

1.3.4.a. SLO #4 – as of May 2007

a. assessment tools **Written examination and laboratory assignments in AVS 355 Equine Nutrition, AVS 402 Animal Nutrition, or AVS 365/365L Equine Herd Health Management**

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 - **Answers to examination questions and written narrative assignments describing the 6 basic nutrients and functions of each nutrient.**

(1.3.4.b. SLO #4 – as of May 2008)

1.3.5.a. SLO #5 – as of May 2007

a. assessment tools - **Written examination and laboratory assignments in AVS 355 Equine Nutrition, AVS 402 Animal Nutrition, or AVS 365/365L Equine Herd Health Management.**

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 **Answers to examination questions and written narrative assignments describing the sources of blood glucose in domestic animals, in absorptive, post-absorptive and starvation states will be used to evaluate the students' competency.**

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

Students will learn the physiology of domesticated companion animals and production animals.

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

a. Student Learning Outcome #1

Describe the process and anatomical locations of oxygen uptake, oxygen utilization and the release of carbon dioxide.

b. Student Learning Outcome #2

Describe the hormones of the estrous cycle in domesticated and companion animals.

c. Student Learning Outcome #3

Demonstrate the proper procedures used to monitor the pulse, respiratory rate and the temperature of companion animals

d. Student Learning Outcome #4

Describe the primary functions of the autonomic nervous system.

e. Student Learning Outcome #5

Describe the effect of daylight exposure upon the reproductive cycle and how this is used in production practices.

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: Describe the process and anatomical locations of oxygen uptake, oxygen utilization and the release of carbon dioxide.	SLO #2: Describe the hormones of the estrous cycle in domesticated and companion animals.	SLO #3: Demonstrate the proper procedures used to monitor the pulse, respiratory rate and the temperature of companion animals	SLO #4: Describe the primary functions of the autonomic nervous system.	SLO#5: Describe the effect of daylight exposure upon the reproductive cycle and how this is used in production practices.
AVS 112 Food Animal Science	I	I	I	I	I
AVS 113 Companion Animal Science	I	I	I	I	I
AVS 350/350L Anatomy and Physiology of Domestic Animals	P, M	P	P, M	P,M	P

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AVS 412 Mammalian Endocrinology		M			P
AVS 414/414L Physiology of Reproduction and Lactation		M			M
AVS 415/415L Applied Reproductive Management of Domestic Animals		M			M
AVS 435 Equine Exercise Physiology	M		M		
AVS 434 Equine Reproduction		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 - **Written examination and laboratory assignments in AVS 350/350L Anatomy and Physiology of Domestic Animals.**

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 - justification **Answers to examination questions and written narrative assignments describing the process and anatomical locations of oxygen uptake, oxygen utilization and the release of carbon dioxide.**

] (2.3.1.b. SLO #1 – as of May 2008)

2.3.2.a. SLO #2 – as of May 2007

a. assessment tools - **Written examination and laboratory assignments in AVS 412 Mammalian Endocrinology AVS 415/415L Applied Reproductive Management of Domestic Animals, AVS 415/415L Applied Reproductive Management of Domestic Animals or AVS 434 Equine Reproduction.**

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 - **Answers to examination questions and written narrative assignments describing the hormones of the estrous cycle in domesticated and companion animals.**

(2.3.2.b. SLO #2 – as of May 2008)

2.3.3.a. SLO #3 – as of May 2007

a. assessment tools – **Laboratory assignments and direct observation in AVS 350/350L Anatomy and Physiology or Domestic Animals or AVS 435 Equine Exercise Physiology.**

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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 involves both a skill and the application of normal values. Answers to written examinations and demonstration of physical skills will be used to evaluate competency.**

2.3.3.b. SLO #3 – as of May 2008)

2.3.4.a. SLO #4 – as of May 2007

a. assessment tools - **Written examination and laboratory assignments in AVS 350/350L Anatomy and Physiology of Domestic Animals.**

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 concept that will be evaluated by demonstration of an understanding of external and internal influences upon the autonomic nervous system.**

2.3.4.b. SLO #4 – as of May 2008)

2.3.5.a. SLO #5 – as of May 2007

a. assessment tools – **Written examination and laboratory assignments in AVS 414/414L Physiology of Reproduction and Lactation, AVS 415/415L Applied Reproductive Management of Domestic Animals, AVS 415/415L Applied Reproductive Management of Domestic Animals or AVS 434 Equine Reproduction.**

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 concept that will be evaluated by demonstration of an understanding of the effect of daylight exposure upon the reproductive cycle and how this is used in production practices.**

(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)*