

(BUS-C007) Course Level SLO & Qualitative Notes

Apply elementary principles of basic mathematics including whole numbers, decimals, fractions, and percentages.

83640-(BUS-C007-001)-Business Mathematics
by Tina Gill

88% of the students fully met the objective, 4% partially met objective, and 8% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, a few students did not do their work regularly during the course and, consequentially, did not meet the objectives.

Break down and articulate the components of business banking services, payroll and taxes, purchases, invoices and discounts, pricing methods, inventory control and valuation, stocks and bonds, business and consumer loans, and depreciation.

83640-(BUS-C007-001)-Business Mathematics
by Tina Gill

60% of the students fully met the objective, 20% partially met objective, and 20% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, 20% of the students did not do their work during the course and, consequentially, did not meet the objectives.

Calculate payroll and taxes, product purchases, invoices and prices, inventory valuation, interest, and depreciation. Calculate basic statistics and illustrate their use in business.

83640-(BUS-C007-001)-Business Mathematics
by Tina Gill

52% of the students fully met the objective, 32% partially met objective, and 16% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, many students did not do their work regularly during the course and, consequentially, did not meet the objectives. Several students requested deadline extensions, yet failed to do any work at the end of the class which resulted in a greater percent of students who failed or partially failed the objectives.

(BUS-C100) Course Level SLO & Qualitative Notes

Articulate the benefits and costs of ethical behavior and social responsibility.

81648-(BUS-C100-001)-Introduction to Business
by Frederick Lockwood

The average percentage of not meeting the SLOs for this class is 25%. A number of students (8, 22%) did not complete the class and received a grade of 'F'. This accounts for the majority of students not meeting the SLO's. I will be implementing stricter guidelines to identify and drop non participating students which will dramatically affect future SLO outcomes. Students also struggled with the Critical Thinking (written) assignment. Additional aids to assist students have been added to the CT Lesson.

Defend the Marketing Concept and its relationship to customer satisfaction.

81648-(BUS-C100-001)-Introduction to Business
by Frederick Lockwood

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Interpret financial information and explain how securities are used to finance an organization.

81648-(BUS-C100-001)-Introduction to Business
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(BUS-C100) Institutional SLO & Qualitative Notes

Demonstrate ethical civic, environmental, and social responsibility.

81648-(BUS-C100-001)-Introduction to Business
by Frederick Lockwood

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(BUS-C100) Program Level SLO & Qualitative Notes

Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.

81648-(BUS-C100-001)-Introduction to Business
by Frederick Lockwood

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struggled with the Critical Thinking (written) assignment. Additional aids to assist students have been added to the CT Lesson.

(BUS-C101) Course Level SLO & Qualitative Notes

Articulate the development of a project plan based on an actual project.

83753-(BUS-C101-001)-Intro to Project Management
by George Del Carmen

The statistics showed that 57.14% fully met the SLO and 35.17% failed to meet the SLO. Those who failed to meet the SLO did not submit the final project which asked for the development of 10 components of a project. The class was reminded of the due date of the final project several times. Extra credits were also given to encourage students to submit each component for feedback prior to final submission.

Compare and contrast the methods to develop project schedules, construct network diagrams, identify critical paths and create project Gant and Pert charts.

83753-(BUS-C101-001)-Intro to Project Management
by George Del Carmen

The statistics showed that 60.71% fully met the SLO and 32.14% failed to meet the SLO. Those who failed to meet the SLO did not submit their assignments and final project. They also did not participate in the discussions during the latter part of the semester. Announcements were posted to the class site to remind everyone about the due dates of the assignments, discussions and final projects.

Differentiate key project management terms, concepts, tools, and techniques to use in managing projects.

83753-(BUS-C101-001)-Intro to Project Management
by George Del Carmen

The statistics showed that 60.71% fully met the SLO and 25.00% failed to meet the SLO. Those who failed to meet the SLO did not submit their assignments, participate in the discussions and complete the final project. Reminder announcements were posted in the class site about the due dates of the assignments, discussions and final projects. Everyone was made aware of approaching deadlines to encourage prompt submissions and active participation.

(BUS-C101) Program Level SLO & Qualitative Notes

Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.

83753-(BUS-C101-001)-Intro to Project Management
by George Del Carmen

Student Outcomes Qualitative Notes during CCC Fall 2012 for Business

The statistics showed that 60.71% fully met the SLO and 35.71% failed to meet the SLO. Those who failed to meet the SLO did not participate in the discussions, complete the final project and take the final exam. Reminder announcements were posted on the class site about the due dates of the final project and the final exam.

Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.

83753-(BUS-C101-001)-Intro to Project Management
by George Del Carmen

The statistics showed that 60.71% fully met the SLO and 35.71% failed to meet the SLO. Those who failed to meet the SLO did not participate in the discussions, complete the final project and take the final exam. Reminder announcements were posted on the class site about the due dates of the final project and the final exam.

(BUS-C110) Course Level SLO & Qualitative Notes

Compare and contrast the differences between the federal and state court systems and between a civil lawsuit and a criminal prosecution.

81879-(BUS-C110-001)-Legal Environment of Business
by Robert Crawfis

Several students in this online class did nothing besides some participation in the Discussion Forum. There are no deadlines in the class except the end of the semester. In a regular class I would have dropped students who did not take quizzes or exams, but I did not drop these students because they were participating in the Forum. Next time I would have a rigid deadline for quizzes taken or else the student would be dropped. These students made the SLO statistics worse than they should have been.

82463-(BUS-C110-002)-Legal Environment of Business
by Robert Crawfis,TC STAFF

Almost every student in this Telecourse is an incarcerated student, an inmate at a prison or a state hospital. These students face monumental challenges in getting their assignments in, and they often take the final exam after the semester has ended and grades have been entered. When the final exam comes in, I grade it and count it, and submit a Change of Grade card. This makes the SLO statistics look worse than they really are.

Identify and articulate an understanding of administrative and regulatory agencies in the areas of consumer law, product liability, and employment law.

81879-(BUS-C110-001)-Legal Environment of Business
by Robert Crawfis

Several students should have been dropped by me because they did not complete quizzes or exams. I did not drop them because they were participating in the Discussion Forum. The statistics for SLOs would be better if only the students who completed the coursework were considered. Next time I would be more rigid about dropping students who were not participating.

82463-(BUS-C110-002)-Legal Environment of Business
by Robert Crawfis,TC STAFF

Almost every student in this Telecourse is an incarcerated students, and due to prison lockdowns, lack of staff and other problems, many assignments are late. I don't count off for lateness. Often they don't get their final exams in until after grades have been entered, so they receive an F. When the exam comes in I grade it and submit a Change of Grade. The prison problems have continued for years, and I do not know how to fix this problem.

Recognize and analyze the basic elements of a contract and differentiate remedies for breach of contract; determine whether a contract may be voided for lack of real consent or lack of capacity.

82463-(BUS-C110-002)-Legal Environment of Business
by Robert Crawfis,TC STAFF

Only a small handful of students in this Telecourse are not incarcerated in a prison. Prisoner students face unique challenges in completing coursework, especially when it comes to deadlines. Often final exams come in after I have had to enter an F for the student. When the final arrives late, I grade it and submit a Change of Grade card. This makes the SLO statistics look worse than they really are, but the problems at the prisons, such as shortage of proctors and lockdowns, continues to get worse, not better. To me it is important to help these students finish their class and get the credit, even though their problems make the statistics look bad.

81879-(BUS-C110-001)-Legal Environment of Business
by Robert Crawfis

A number of students should have been dropped by me because they did not take quizzes, nor exams. I did not drop them because they were participating in the Discussion Forum, and I gave them the benefit of the doubt that they would finish the course. SLO statistics would have been better if I had dropped those students. Next time I will enforce more rigid rules for not being dropped.

(BUS-C120) Course Level SLO & Qualitative Notes

Articulate the role of money in an individual's life and the interrelationships with physiological, psychological, and social needs; construct a personal financial plan.

83755-(BUS-C120-002)-Personal Finance
by Theodore Ondracek,TC STAFF

As my students are incarcerated (approx. 90% of enrollment) they are faced with a myriad of obstacles while taking the class. Loss of privileges, lockdowns, guard interference and reassignment to other facilities makes it a formidable task to successfully complete any educational pursuit. Compare these assessments to my military enrollment and you see significant differences. I require written assignments, quizzes, and examinations to assess their success in the course and am satisfied with the results attained. Considering the situation my students face I commend them for their efforts.

(BUS-C130) Course Level SLO & Qualitative Notes

Compare and contrast the procurement methods and integration along the supply chain.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

53% of the students fully met the objective, 22% partially met objective, and 26% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, many students did not do their work regularly during the course and, consequentially, did not meet the objectives. Several students requested deadline extensions, yet failed to do any work at the end of the class which resulted in a greater percent of students who failed or partially failed the objectives.

Critique EC security strategies and the strategic planning process, strategy implementation, and the use of metrics.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

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Differentiate the types of e-Commerce and types and roles of intermediaries. Assess the decision-making process of consumer purchasing online and explain how personalization is accomplished.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

60% of the students fully met the objective, 30% partially met objective, and 8% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, a few students did not do their work regularly during the course and, consequentially, did not meet the objectives.

Distinguish the merits of electronic commerce (EC) and illustrate its various categories and business models and the benefits to organizations, consumers, and society.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

57% of the students fully met the objective, 26% partially met objective, and 17% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, many students did not do their work regularly during the course and, consequentially, did not meet the objectives. Several students requested deadline extensions, yet failed to do any work at the end of the class which resulted in a greater percent of students who failed or partially failed the objectives.

Interpret the major advertising methods used and the characteristics of the sell-side marketplace, the buy-side marketplace and e- procurement.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

62% of the students fully met the objective, 22% partially met objective, and 13% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, some students did not do their work regularly during the course and, consequentially, did not meet the objectives. Some students requested deadline extensions, yet failed to

do any work at the end of the class which resulted in a greater percent of students who failed or partially failed the objectives.

(BUS-C130) Institutional SLO & Qualitative Notes

Demonstrate understanding and respect for cultural and global diversity.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

66% of the students fully met the objective, 8% partially met objective, and 26% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, many students did not do their work regularly during the course and, consequentially, did not meet the objectives. Several students requested deadline extensions, yet failed to do any work at the end of the class which resulted in a greater percent of students who failed or partially failed the objectives.

(BUS-C130) Program Level SLO & Qualitative Notes

Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

44% of the students fully met the objective, 30% partially met objective, and 26% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, many students did not do their work regularly during the course and, consequentially, did not meet the objectives. Several students requested deadline extensions, yet failed to do any work at the end of the class which resulted in a greater percent of students who failed or partially failed the objectives.

Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

57% of the students fully met the objective, 26% partially met objective, and 17% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, many students did not do their work regularly during the course and, consequentially, did not meet the objectives. Several students requested deadline extensions, yet failed to do any work at the end of the class which resulted in a greater percent of students who failed or partially failed the objectives.

Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.

81651-(BUS-C130-001)-E-Commerce: Strategy/Mgmt
by Tina Gill

53% of the students fully met the objective, 26% partially met objective, and 22% did not meet the objective. Most of the students who participated throughout the semester fully met their objectives. However, many students did not do their work regularly during the course and, consequentially, did not meet the objectives. Several students requested deadline extensions, yet failed to do any work at the end of the class which resulted in a greater percent of students who failed or partially failed the objectives.

(BUS-C150) Course Level SLO & Qualitative Notes

Compare and contrast the critical components of a marketing strategy.

81774-(BUS-C150-002)-Introduction to Marketing
by Frederick Lockwood

The average percentage of not meeting the SLOs for this class is 35%. A number of students (13, 34%) did not complete the class and received a grade of 'F'. This accounts for the majority of students not meeting the SLO's. I will be implementing stricter guidelines to identify and drop non participating students which will dramatically affect future SLO outcomes.

Critique the opportunities and challenges encountered when integrating marketing plans in a global environment.

81774-(BUS-C150-002)-Introduction to Marketing
by Frederick Lockwood

The average percentage of not meeting the SLOs for this class is 35%. A number of students (13, 34%) did not complete the class and received a grade of 'F'. This accounts for the majority of students not meeting the SLO's. I will be implementing stricter guidelines to identify and drop non participating students which will dramatically affect future SLO outcomes.

Validate the nature and importance of marketing from the perspective of a. its role in the economy, b. marketing niches, c. business and non-profit organizations, and d. consumers.

81774-(BUS-C150-002)-Introduction to Marketing
by Frederick Lockwood

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(BUS-C150) Institutional SLO & Qualitative Notes

Demonstrate ethical civic, environmental, and social responsibility.

81774-(BUS-C150-002)-Introduction to Marketing
by Frederick Lockwood

Student Outcomes Qualitative Notes during CCC Fall 2012 for Business

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Use effective communication and interpersonal skills.

81751-(BUS-C150-001)-Introduction to Marketing
by Jeanne Oelstrom,TC STAFF

Students demonstrate his/her writing skills, as well as story-telling skills when they write about themselves in the "Market Myself" required project.

(BUS-C150) Program Level SLO & Qualitative Notes

Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.

81774-(BUS-C150-002)-Introduction to Marketing
by Frederick Lockwood

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Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.

81751-(BUS-C150-001)-Introduction to Marketing
by Jeanne Oelstrom,TC STAFF

Multiple choice exam questions attempt to evaluate student understanding of business terms and concepts.

(BUS-C222) Course Level SLO & Qualitative Notes

Articulate an understanding of the reasons why small businesses fail within the first five years.

82810-(BUS-C222-001)-Entrepreneur & Sm Bus Ops/Mgt
by Frederick Lockwood

The average percentage of not meeting the SLOs for this class is 17%. A number of students (6, 16%) did not complete the class and received a grade of 'F'. This accounts for the majority of students not meeting the SLO's. I will be implementing stricter guidelines and tools to identify and drop non participating students which will dramatically affect future SLO outcomes. Students also struggled with the Critical Thinking (written) assignment. Additional aids to assist students have been added to the CT Lesson.

82469-(BUS-C222-002)-Entrepreneur & Sm Bus Ops/Mgt
by Gene Lowther,TC STAFF

1. This is a telecourse and the incarcerated students need access to a television or DVD presentation device. 2. The incarcerated students have living interruptions that do not always allow for tests and final project to be submitted prior to final grade due date, which increases the failure rate. Grades are adjusted when the work is submitted past the final due date, but the statistics do not change. 3. Students should have access to a computer or typewriter to complete the final project. 4. Closer monitoring, encouragement, and tutoring should be provided to the incarcerated students.

Assess the effectiveness of various small business concepts (entrepreneurship, small business ownership, and entrepreneurship) and justify its importance to the overall economy of the U.S. and the world.

82810-(BUS-C222-001)-Entrepreneur & Sm Bus Ops/Mgt
by Frederick Lockwood

The average percentage of not meeting the SLOs for this class is 17%. A number of students (6, 16%) did not complete the class and received a grade of 'F'. This accounts for the majority of students not meeting the SLO's. I will be implementing stricter guidelines and tools to identify and drop non participating students which will dramatically affect future SLO outcomes. Students also struggled with the Critical Thinking (written) assignment. Additional aids to assist students have been added to the CT Lesson.

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Compare and contrast the importance of: a.Social Responsibility and Ethics of small business. b.A Business Plan and how it is constructed. c.Financial and Legal concerns for small business. d.Marketing Products and Services. e.Management and Operations of small business.

82469-(BUS-C222-002)-Entrepreneur & Sm Bus Ops/Mgt
by Gene Lowther,TC STAFF

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82810-(BUS-C222-001)-Entrepreneur & Sm Bus Ops/Mgt
by Frederick Lockwood

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students not meeting the SLO's. I will be implementing stricter guidelines and tools to identify and drop non participating students which will dramatically affect future SLO outcomes. Students also struggled with the Critical Thinking (written) assignment. Additional aids to assist students have been added to the CT Lesson.

Outline and interpret the reasons why people decide to venture into the risky world of small business ownership.

82469-(BUS-C222-002)-Entrepreneur & Sm Bus Ops/Mgt
by Gene Lowther,TC STAFF

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by Frederick Lockwood

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(BUS-C222) Institutional SLO & Qualitative Notes

Demonstrate ethical civic, environmental, and social responsibility.

82810-(BUS-C222-001)-Entrepreneur & Sm Bus Ops/Mgt
by Frederick Lockwood

The average percentage of not meeting the SLOs for this class is 17%. A number of students (6, 16%) did not complete the class and received a grade of 'F'. This accounts for the majority of students not meeting the SLO's. I will be implementing stricter guidelines and tools to identify and drop non participating students which will dramatically affect future SLO outcomes. Students also struggled with the Critical Thinking (written) assignment. Additional aids to assist students have been added to the CT Lesson.

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by Gene Lowther,TC STAFF

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Demonstrate innovative thinking, and adaptive, creative problem solving skills.

82469-(BUS-C222-002)-Entrepreneur & Sm Bus Ops/Mgt
by Gene Lowther,TC STAFF

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Demonstrate understanding and respect for cultural and global diversity.

82469-(BUS-C222-002)-Entrepreneur & Sm Bus Ops/Mgt
by Gene Lowther,TC STAFF

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Use effective communication and interpersonal skills.

82469-(BUS-C222-002)-Entrepreneur & Sm Bus Ops/Mgt
by Gene Lowther,TC STAFF

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(BUS-C222) Program Level SLO & Qualitative Notes

Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.

82469-(BUS-C222-002)-Entrepreneur & Sm Bus Ops/Mgt
by Gene Lowther,TC STAFF

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82810-(BUS-C222-001)-Entrepreneur & Sm Bus Ops/Mgt
by Frederick Lockwood

The average percentage of not meeting the SLOs for this class is 17%. A number of students (6, 16%) did not complete the class and received a grade of 'F'. This accounts for the majority of students not meeting the SLO's. I will be implementing stricter guidelines and tools to identify and drop non participating students which will dramatically affect future SLO outcomes. Students also struggled with the Critical Thinking (written) assignment. Additional aids to assist students have been added to the CT Lesson.

Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.

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by Gene Lowther,TC STAFF

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Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.

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(BUS-C284) Course Level SLO & Qualitative Notes

Apply and build on theoretical and practical education in the performance of work tasks in chosen field.

82812-(BUS-C284-001)-Work Based Learning
by Iliana Marin

1. The best measure of success for the student in this course is the feedback received from the employer. In addition, the students are requested to provide their own self-evaluation feedback with reflective notes. The Professional Growth Plan is used to review how well goals were met throughout the semester and how the employer viewed student's progress towards it. 2. Statistics were high as 66% of the students Fully Met the SLO and 33% Failed to Meet the SLO.

Based on self-evaluation and supervisor feedback, develop appropriate professional development and career advancement goals.

82812-(BUS-C284-001)-Work Based Learning
by Iliana Marin

1. At the beginning of the semester, students meet with the instructor and their employer to design their growth plan. Throughout the semester the students are working towards meeting these goals. Effectively developed student plans are designed not only with the student's potential for growth in mind, but how student's improvement helps the organization. 2. 66% of the students successfully met this SLO and consistent with the three failing students in the course, 33% failed to meet the SLO.

(BUS-C284) Program Level SLO & Qualitative Notes

Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.

82812-(BUS-C284-001)-Work Based Learning
by Iliana Marin

1. Nine students were enrolled in the course this semester. Three students failed the course. Statistics for all SLOs were impacted by the students failure rate. 2. Students in this course are employed or participate in a paid or non-paid internship or volunteer opportunity. The Student Objectives and Professional Growth Plan assessments are used to provide students with the opportunity to develop their own set of goals and objectives at their work site that guides the rest of their development throughout the course. 3. To improve the statistics Fully Met 55%, Partially met 11%, Failed to Meet 33%, student assignments will be open and available within "only" specific due dates, to allow students to better manage their time to complete the course work.

Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.

82812-(BUS-C284-001)-Work Based Learning
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1. The Final Report assessment is an effective measure of this SLO. It addresses how students effectively solve problems in the workplace and students communicate the information in a formal report format typically used in the workplace. 2. Statistics show that 66% of the students succeeded in achieving this SLO, while 33% failed to meet the SLO. Again the three students who failed the course impacted the total success rate of the SLO. 3. SLO statistics will be improved by reverted back to my general practice of keeping assignments open only for specic time periods.
