

 Fresno City College

**Student Learning
Outcomes and
Assessment
Manual**

Borrowed from Cerritos College

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Section 1: Learning Outcomes and Assessment Overview

Accrediting Commission for Community and Junior Colleges (ACCJC) Standards

Fresno City College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Several of the current ACCJC Standards¹ specifically address student learning (e.g., Standard I.B, Standard IIA). In particular, Standard I.B.5, I.B.6, and II.A.3 outline specific expectations related to SLO assessment and the analysis of assessment data:

Standard I.B.5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

Standard I.B.6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Standard II.A.3. *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

The accreditation standards provide the foundation and guidelines for Fresno City College's process for assessing student learning outcomes. As a regionally accredited institution, Fresno City College adheres to all ACCJC standards regarding the outcomes assessment process.

Fresno City College Mission Statement

As California's first community college, Fresno City College provides access to equity-centered, quality, innovative educational programs and support services. Committed to a culture of anti-racism, we create dynamic communities of respect and inquiry which encourage student success and lifelong learning while fostering the sustainable economic, social, and cultural development of our students and region.

Student Learning Outcomes Committee Mission Statement

To promote a culture of inquiry and self-reflection employees at Fresno City College engage in an assessment process that is central to planning efforts at the college. Faculty and staff gather assessment data over a period of four years, then use their analysis of that data to inform their program review. For instructional areas, once program review is complete faculty make changes to curriculum, in curriculum review; those changes are initiated by the reflection that has just occurred in program review.

¹ For the complete list of Accreditation Standards, please visit: https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf

Learning Outcomes at Fresno City College

At Fresno City College, the entire campus works together to support student learning in all its courses, programs, and services. Results from learning outcomes assessment are used to inform data-drive innovation to optimize student success.

Course-level (CSLO) Student Learning Outcomes

A course-level student learning outcomes (CSLO) statement succinctly describes ideas and/or actions that students are expected to be able to explain, perform, and/or otherwise demonstrate mastery of upon completion of a course or course assignment. At Fresno City College, student learning outcomes have been identified for every course offered within the academic divisions of the college.

Program-level (PSLO) Student Learning Outcomes

Program-level student learning outcomes (PSLO) statements focus on what students will be able to demonstrate or achieve upon completion of a certificate or degree program. PSLOs have been identified for each of the programs of study offered at the college. The assessment of PSLOs supports the fourth pillar, Ensure Student Learning, of the statewide Guided Pathways initiative². For career education programs, the assessment of PSLOs may include direct assessment in capstone courses, as well as surveys of graduates upon completion of the certificate or degree program. Outcome data such as job placement and annual income may be used for PSLOs related to gainful employment.

Services Unit Outcomes (SUOs)

Similar to course-level learning outcomes, many student service areas have identified SUOs to represent what students are expected to demonstrate or achieve as a function of having received a service offered by the college. Other non-instructional areas (e.g., Institutional Effectiveness, Research and Planning) have instead developed Service Unit Outcomes which represent how well a particular service or task is being performed, as these areas do not interface with students directly in a manner designed to facilitate service delivery.

Institution-level (ISLO) Student Learning Outcomes

Fresno City College has identified a set of core competencies which represent a broadly defined knowledge base and/or set of skills that students are expected to demonstrate as a result of their overall educational experience at the college. The college collaborates with the Outcomes and Assessment Committee and IR&E Office to identify and regularly assess these institution-level learning outcomes (ISLOs). The current ISLO statements are presented below.

² For additional information about the California Community College's Guided Pathways initiative, please visit: <https://www.cccco.edu/College-Professionals/Guided-Pathways>

1. Communication

Students will demonstrate effective communication and comprehension skills.

- Comprehend, analyze, and respond appropriately to oral, written, and visual information.
- Effectively communicate information through speaking, writing, and other appropriate modes of expression.

2. Critical Thinking and Information Competency

Students will demonstrate critical thinking skills in problem solving across disciplines and in daily life.

- Identify vital questions, problems, or issues and evaluate the reasonableness of a solution.
- Analyze, assess, and evaluate the validity of an argument.
- Analyze multiple representations of quantitative information, including graphic, formulaic, numeric, and verbal.
- Select and evaluate the accuracy, credibility, and relevance of information sources.

3. Community and Global Awareness and Responsibility

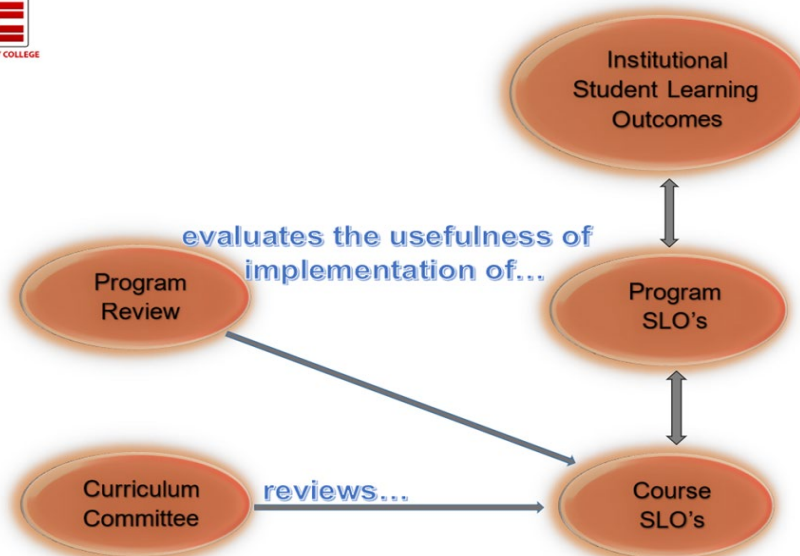
Students will demonstrate knowledge of social, cultural, environmental, and aesthetic perspectives.

- Examine individual and group responsibilities in society.
- Participate in active citizenship.

4. Critical Thinking and Quantitative Reasoning

Students will assess their own skills and abilities to develop personal, educational, and career goals; work independently and in group settings; and identify lifestyle choices that promote self-reliance, financial literacy, and physical, mental, and social health.

- Assume personal responsibility for identifying academic and psychological-social needs, determining resources, and accessing appropriate services.
- Evaluate progress towards achieving personal goals, academic goals, career goals, and career resilience.



Guiding Principles of SLO Assessment

Fresno City College embraces the guiding principles for the assessment of student learning outcomes set from the Outcomes and Assessment Committee. To make outcomes and assessment meaningful, the OAC is working with faculty and staff to develop a vision of what SLOs mean for Fresno City College and how we can implement meaningful processes in support of student learning.

Principle 1

Fresno City College faculty and staff would like the process of SLO assessment to be meaningful and to support student learning.

Principle 2

Fresno City College recognizes the importance of accreditation but adopts processes to assess SLOs for the primary purpose of improving student learning and success.

Principle 3

The primary responsibility for developing outcomes and analysis of the assessment data lies within the individual instructional and support groups of the college. Faculty and staff are responsible for meeting the accreditation standards through their involvement in the SLO processes.

Principle 4

The role of the Outcomes and Assessment Committee is to provide assistance and suggestions, facilitate reporting by developing processes and forms, coordinate campus-wide efforts, and promote dialogue about SLOs. The committee is not to critique or evaluate methods or assessment results unless help is requested by discipline faculty.

Principle 5

FCC will work to integrate results of SLO assessments into program review and institutional decision-making based on the premise that resources should support student learning.

Principle 6

Staff Development activities will support faculty in training needs both for completing forms and for sharing assessment and teaching practices. All faculty and staff are encouraged to discuss assessment results and ideas for improving teaching and learning.

Principle 7

Assessing and reporting on SLOs promotes faculty dialogue. Faculty are encouraged to participate in discussions about SLO results.

Principle 8

Data and student assessment results should be maintained by discipline faculty. Aggregated reports are shared for the purpose of documenting results so the data can be reviewed and used by faculty to make changes to curriculum or programs, if needed. Student Learning Outcomes results will not be used in faculty or program evaluations.

Principle 9

Any changes to the SLO process should be carefully considered and effectively communicated to faculty and staff to avoid confusion and to garner support for ongoing assessment of student learning.

Principle 10

Faculty acknowledge the shortcomings of some forms of assessment but recognize that learning about our students, our courses, and our teaching can provide valuable insights and can promote dialog.

Differences Between Learning Outcomes and Course Objectives

Although learning outcomes are similar to course objectives, they differ in a significant way. Course objectives represent the *intent of instruction*, often expressed in terms of specific course content and/or instructional activities that will be presented. Generally, objectives are written to reflect specific subject matter that the course will address. In contrast, learning outcomes represent *what a student can demonstrate that s/he has learned*. Learning outcomes are written to reflect the knowledge, skills, and attitudes that can be observed and demonstrated as a function of the instruction provided.

Teaching vs. Learning



Objectives – material covered in course

Outcomes – what students get out of the course

Assessment Process at Fresno City College

Fresno City College fosters a collaborative assessment process which allows faculty and staff to reflect on how well students are learning, as well as to develop and implement plans to improve student learning. The assessment of student learning outcomes (SLOs) at Fresno City College actively engages students in the process. We strive to address equity gaps through data-driven innovation.

Improving Student Learning

Faculty at Fresno City College engage in the assessment of student learning outcomes (SLOs) to evaluate the extent to which students achieve the learning outcomes identified on the official Course Outline of Record (COR). Similarly, Student Services providers assess SUOs to evaluate student activities outside of the classroom. SLOs are regularly assessed based on established timelines, and assessment data are analyzed to inform decision-making at the course-, program-, and institutional-levels. Review of assessment data by faculty and staff may result in curricular and instructional changes, revised service delivery protocols, SLO-based program review recommendations, and data-driven annual planning requests. The SLO Committee encourages faculty and staff to include students in the interrogation, discussion, and assessment of learning outcomes.

Faculty and staff analyze individual SLO assessment results, as well as engage in dialogue about collective SLO data during department and division meetings. Formal assessment reports are completed to document student performance. Assessment report templates generally include a section for outlining specific action plans, which faculty and staff develop to address any identified performance gaps in student learning and/or to enhance the assessment process itself. Actions such as implementing teaching innovations or non-instructional strategies to address barriers to learning specific content may result in enhanced student learning and increased student success. Faculty or staff may also recommend that learning outcome statements be revised for clarity or scope or to represent higher expectations in terms of student learning.

Assessment Cycle and Timeline

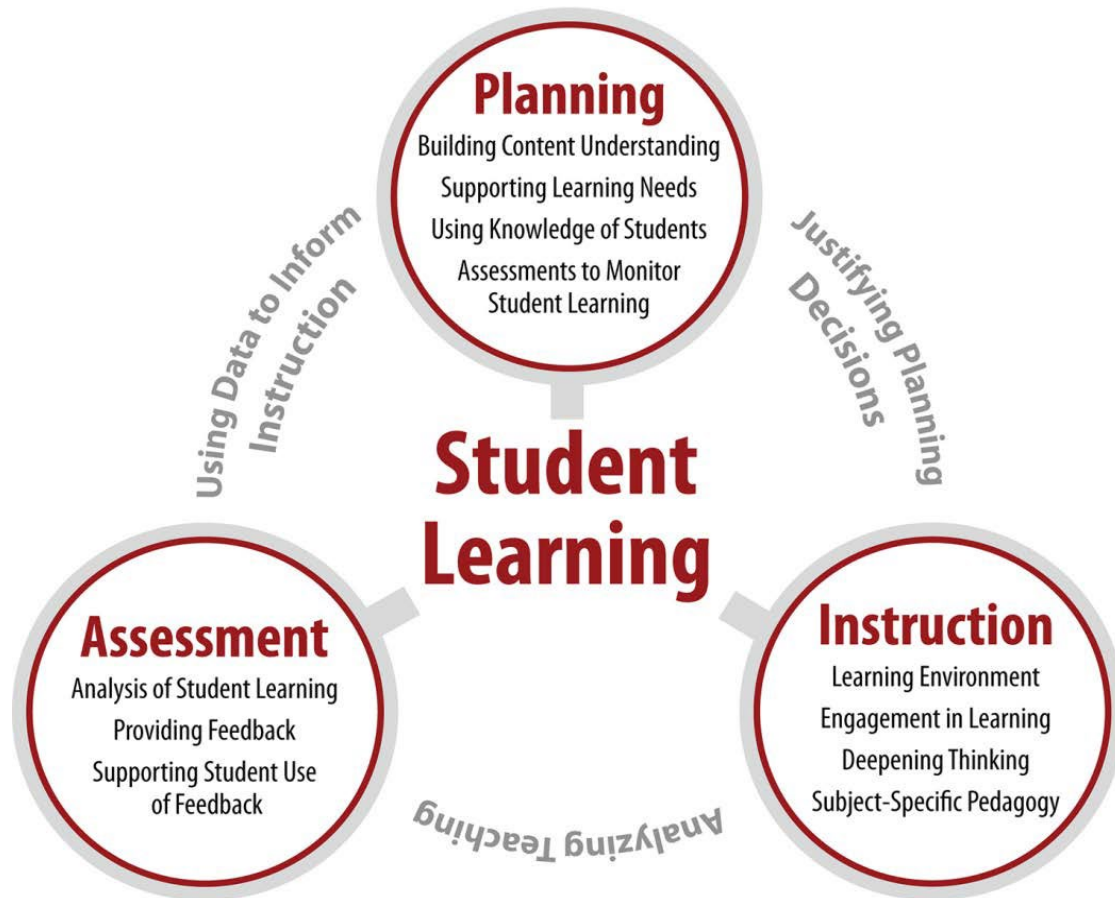
In fall 2020, the Outcomes and Assessment Committee (OAC) made recommendations to the Academic Senate and the Vice President of Instruction to assess course-level learning outcomes for each course, twice within a program review cycle. The goal of this cycle of assessment provides faculty with data to identify any opportunities to enhance student learning as well as the opportunity to assess the impact of any related action/intervention plans within a four-year cycle.

On a four-year program review cycle, timelines for SLO assessment are developed to document the deadlines for various steps in the assessment cycle:

1. Updating course syllabi with approved SLO statements as identified in the official Course Outline of Record (COR)
2. Designing and conducting SLO assessment tools and protocols

3. Reviewing SLO assessment data and results of any previous action plans with department/program colleagues
4. Developing new action/improvement plans based on SLO assessments
5. Reviewing/revising SLO statements based on analysis of assessment data

Figure 1. Steps in SLO Assessment Cycle



Faculty Roles and Responsibilities

Faculty play an essential role in the development and assessment of student learning outcomes (SLOs) at Fresno City College. Both full-time and part-time faculty participate in the campus-wide assessment of SLOs at FCC as specified by the collective bargaining agreement. Reporting SLO results according to our college’s policy is considered part of faculty acceptance of responsibility and the maintenance of records.

Department Chairs, Program Leads and Division Deans provide leadership and guidance to the general faculty regarding institutional (e.g., collective bargaining agreements) and regulatory (e.g., accreditation standards) expectations related to learning outcomes assessment. In collaboration with other faculty leaders (e.g., Outcomes and Assessment Committee and the SLO Coordinator).

Department Chairs and/or Program Leads

As leaders of their instructional units or service areas, Department Chairs and Program Leads function as the primary source of information for their peers. With regard to student learning outcomes (SLOs), they provide guidance and answer questions to support faculty through the assessment process each semester.

General Information About SLO Assessment Process

For Fresno City College faculty, primary sources of information about SLO assessment are Department Chairs, Program Leads and SLO Coordinator. Leadership for such functions as curriculum development, program review, and program planning, they must ensure that faculty are appropriately engaging in the assessment of course- and program-level SLOs to identify any trends in student learning. Department Chairs, Program Leads and the SLO Coordinator maintain direct communication with faculty to facilitate the updating of SLO alignment grids and assessment protocols and to ensure fulfillment with specific deadlines related to the established assessment cycle. They also facilitate faculty discussions about the results of SLO assessments within the department/program.

Information Related to CurriQunet META

Along with the SLO Coordinator, Outcomes and Assessment Committee Representatives, the Department Chairs and Program Leads serve as resources for faculty regarding the use of the college's SLO assessments. They are assigned a special role in CurriQunet which allows them to generate reports that provide useful information to ensure compliance with institutional requirements and accreditation standards related to SLO assessment.

For example, CurriQunet's reports identifies all of the course-, program-, and institution-level SLOs reflected in the system; Department Chairs and Program Leads can use this report to validate that the course-level SLO statements (CSLOs) that faculty include on their class syllabi each semester align with the statements identified in the official course outline of record (COR), in accordance with Standard II.A.3 of the Accrediting Commission for Community and Junior Colleges (ACCJC). The course-level report assists faculty leaders in following up with instructors who have not completed scheduled CSLO assessments or have not developed preliminary action plans to mitigate any identified performance gaps among student populations. The program-level report provides information about student performance related to program-level SLO statements (PSLOs); the data in this report is based on CSLO data from courses that have been mapped to the PSLOs by program faculty. Assessment activities at each of these levels are essential for the college to remain in compliance with accreditation standards related to SLO assessment and the analysis of disaggregated data (e.g., ACCJC Standards I.B.5 and I.B.6)

Department/Program Faculty

As noted above, faculty play an essential role in the student learning outcomes (SLO) assessment process. They collaborate with various stakeholders across the college to participate at each step in the SLO assessment cycle.

Development of SLOs

In accordance with the collective bargaining agreement between the State Center Community College District and the Fresno City College Faculty Federation (SCAFT), full-time and part-time faculty are expected to participate in the assessment of student learning outcomes (SLOs); moreover, full-time participate in the development of SLOs:

Duties and Responsibilities of Faculty

Participation in curriculum, program review and annual updates, college and/or district committees and other shared governance activities, and assessing student learning outcomes as a function of the departmental program review process to improve student learning (not to evaluate individual faculty performance). When part-time faculty members develop student learning outcomes or are responsible for gathering of SLO's they shall be compensated.

Faculty identify SLO statements for all new curriculum proposals (e.g., course, program) which are submitted for approval to the college Curriculum Committee. Appendix A presents Bloom's Taxonomy of action verbs which are appropriate for constructing SLO statements. For existing curriculum, faculty may initiate revisions to SLO statements via a specified workflow in the college's SLO assessment reports. Additional resources are available to provide ongoing support for faculty development and revisions of SLOs, including the guidance of Department Chairs/Program Faculty and the SLO Coordinator.

SLO Data Analysis and Action-Planning

In addition to individually reflecting on course-level SLO results based on one's own assessments, faculty engage in ongoing dialogue about SLO assessment at both the course and program-levels during department and/or division meetings. Faculty discourse about SLO results includes the identification of any performance trends based on collective data. Based on the analysis of these collective data, faculty collaborate to develop SLO action plans that can be implemented broadly to mitigate any performance gaps observed program wide.

Faculty may also participate in ongoing discussions about student learning outcomes (SLOs) as a member of the Outcomes and Assessment Committee. The SLO Committee provides guidance and direction for college-wide assessment of SLOs at the course-, program-, and institutional-levels. The Outcomes and Assessment Committee explores provides recommendations in assessment data across instructional programs, as well as facilitates discussions about Course Level Assessment (CSLO) reports.

Section 2: Outcomes and Assessment Committee (OAC)

Committee Governance and Composition

As a committee of the Faculty Senate, the Student Learning Outcomes (SLO) Committee serves as the formal body which coordinates the assessment of student learning. SLO Committee membership includes the following:

The Outcomes and Assessment Committee (OAC) Purpose

The Outcomes and Assessment Committee (OAC) is largely responsible for providing campus-wide guidance regarding the assessment of SLOs at the course, program, and institutional levels. The purpose of the Outcomes and Assessment Committee is to oversee campus assessment activities and to promote a campus culture of self-reflective, evidence-based inquiry. The primary responsibility for developing outcomes and analysis of the assessment data lies within the individual instructional programs of the college.

Communicate with campus constituents regarding the SLO assessment process, as well as any trends in the results of the assessment of student learning outcomes at the college

SLO Committee Member Roles and Responsibilities

Meetings of the Outcomes and Assessment Committee are generally scheduled once per month during the Fall and Spring terms of the academic year.

- a. Help faculty analyze outcomes at course and program level.
- b. Serve as division liaisons regarding outcomes and assessment.
- c. Facilitate completion of assessment reports and archiving of assessment results.
- d. Review reports related to Student Learning Outcomes and Assessment.
- e. The Committee may identify best practices and recommend changes in an assessment process if the Accreditation Standards change.
- f. Members shall maintain with SLO trainings, workshop and other professional development activities provided by the SLO Coordinator.

OAC Management

- A. The Outcomes & Assessment Coordinator will serve as chair.
- B. Recorders will be designated at the start of each semester (*only if needed*). All documents related to the business of the committee will be posted on a dedicated Learning Management Site (MyOrgs).
- C. The committee meets monthly, and the outcomes assessment coordinator will call the first meeting per semester.

General Committee Members

The Committee shall be composed of elected and appointed members from faculty/Staff.

- A. Elected voting members:
 - i. One faculty member from each instructional division elected by the faculty of the division.
 - ii. One faculty member from Student Services Division
- B. **Appointed voting members:**
 - i. Coordinator, Outcomes & Assessment
 - ii. Institutional researcher or designee
- C. Elected members shall serve a two-year term/more if voted by the Division

II. Report to Program Review Committee

- A. Outcomes and Assessment Committee shall provide Program Review Committee with a final report prior to the end of each year.
- B. Outcomes and Assessment Committee shall provide Program Review Committee with updates as requested.

Appendices

Appendix A – Bloom’s Taxonomy

Bloom’s taxonomy refers to a classification of the different objectives that educators set for students (i.e., learning objectives). Specifically, Bloom’s taxonomy divides educational objectives into three domains: cognitive, affective, and psychomotor, and assigns to each of these domains a hierarchy that corresponds to different levels of learning. Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom’s taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

Cognitive Domain (Knowledge)

The cognitive domain is focused on the development of intellectual skills, such as the recall of recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

Category	Example Learning Outcome(s)	Key Words
Remember: recall previously learned information	Remember the names and relationships of characters in a play. Recite a policy.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
Understand: Comprehend the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one’s own words	Explain in one’s own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. Understand and explain the main ideas of the literature.	Comprehends converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
Apply: Use a concept in a new situation or unprompted use of an abstraction	Apply the main themes in the play to another context. Apply laws of statistics to evaluate the reliability of a written test.	Applies changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Analyze: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences	Be able to analyze the relative roles of each character in the play and their relationships to each other. Troubleshoot a piece of equipment by using logical deduction.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
Evaluate: Make judgements about the value or ideas or materials	Select the most effective solution. Explain and justify the new budget proposal.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, evaluates, explains, interprets, justifies, relates, summarizes, supports
Create: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating new meaning or structure	Create a new and unique piece of writing. Write a process manual.	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

Affective Domain (Attitudes)

The affective domain is focused on the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations, and attitudes.

Category	Example Learning Outcome(s)	Key Words
Receiving: awareness, willingness to hear, selected attention	Listen to other students with respect. Listen for and remember the name of newly introduced people.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
Responding: Active participation on the part of the learners. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding	Speak effectively in front of an audience and actively respond to others. Participates in class discussion. Gives a presentation. Knows the safety rules and practices them.	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior.	Demonstrate and explain own values regarding various topics. Is sensitive towards individual and cultural differences (values diversity)	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system.	Compare value systems and understand evidence behind values. Accepts responsibility for one's behavior. Accepts professional ethical standards.	Adheres, alters, arranges, combines, compares, completes, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, synthesizes
Characterization: Has a value system that controls their behavior. The behaviors are pervasive, consistent, predictable, and characteristic of the learner.	Works well in a team of peers (displays teamwork). Shows self-reliance when working independently. Values people for what they are, not how they look.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies

Psychomotor Domain (Behavior and Skills)

The psychomotor domain is focused on physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Category	Example Learning Outcome(s)	Key Words
Imitation: Observing and patterning behavior after someone	Performing a skill while observing a demonstrator.	Copy, follow, mimic, repeat, replicate, reproduce, trace
Manipulation: Being able to perform certain actions by memory or following instructions	Follows instructions to build a model. Being able to perform a skill on one's own after taking lessons or reading about it.	Act, execute, perform
Precision: Refining, becoming more exact, performing a skill within a high degree of precision	Performing a skill or task without assistance. Demonstrating a task to a beginner.	Calibrate, demonstrate, master, perfectionism
Articulation: Coordinating and adapting a series of actions to achieve harmony and internal consistency	Combining a series of skills or activities to meet a novel requirement.	Adapt, constructs, creates, modifies

Naturalization: Mastering a high-level performance until it becomes second-nature or natural, without needing to think much about it	Operates a computer quickly and accurately.	Design, development
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